

ILLINOIS DEPARTMENT OF JUVENILE JUSTICE
BOARD OF EDUCATION
AGENDA

J.B. Pritzker
Governor

Heidi Mueller
Director

Dr. Sophia Jones-Redmond
Superintendent of Schools

Regular Meeting
Aftercare Conference Room

January 17, 2020
9:30 a.m.

Legend: AI= Action Item DI= Discussion Item IO= Information Only

Department of Juvenile Justice Mission Statement:

Building youth skills and strengthening families to promote community safety and positive youth outcomes.

- | | | |
|----|-----|--|
| IO | 1.0 | CALL TO ORDER |
| | 1.1 | Roll Call |
| AI | 2.0 | CONSENT AGENDA |
| | 2.1 | Approval of Agenda |
| | 2.2 | Approval of Minutes November 15, 2019 |
| IO | 3.0 | PUBLIC PARTICIPATION |
| IO | 4.0 | PRESIDENT'S REPORT |
| AI | 4.1 | Swearing In of New Board of Education Member Ms. Willa J. Taylor |
| IO | 4.2 | Biography: Willa J. Taylor |
| IO | 5.0 | SUPERINTENDENT'S REPORT |
| IO | 5.1 | School District #428 All-Staff Meeting Springfield 2019 |
| IO | 5.2 | Principal Retirement |
| IO | 5.3 | School District #428 SAT Updates |
| IO | 5.4 | Illinois Juvenile Justice Leadership Council |
| IO | 5.5 | Goodman Theatre Partnership and Professional Development Update |
| IO | 5.6 | October and November 2019 Special Education Reports |
| IO | 5.7 | November and December 2019 Principal Data and Education Reports |
| IO | 5.8 | CTE Update |
| | | <ul style="list-style-type: none">• Updates on Perkins V Act-Career and Technical Education• Barber/Cosmetology program• Provisional CTE Educators |
| IO | 6.0 | BOARD DISCUSSION ITEMS |
| AI | 7.0 | ADJOURNMENT: |
| | | Next Board of Education Meeting is Friday, March 20, 2020 at 9:30 a.m. |
| | | Aftercare Conference Room, Chicago |

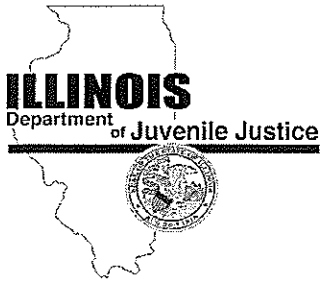
1.0 CALL TO ORDER

1.1 Roll Call

2.0 CONSENT AGENDA

2.1 Approval of Agenda

2.2 Approval of Minutes of November 15, 2019



**ILLINOIS DEPARTMENT OF JUVENILE JUSTICE
BOARD OF EDUCATION**

J.B. Pritzker
Governor

Heidi Mueller
Director

**Illinois Department of Juvenile Justice School District #428
Board of Education Meeting Minutes
Minutes – November 15, 2019**

- CALL TO ORDER** **1.0** A regularly scheduled meeting of the Board of Education was called to order by President Heidi Mueller, on Friday, November 15, 2019 at 9:47 a.m. at the Aftercare Conference Room, Chicago, IL.
- ROLL CALL** **1.1** Roll call by Recording Administrative Assistant, Susana Tirado resulted in the following: Board Members answered Present: President Heidi Mueller; Dr. Heather Dalmage; Ms. Jennifer Vidis; and Mr. David Green.
- Board Members Absent: Mr. John Patrick Griffin; Dr. Shawn Jackson.
- Others Present: Dr. Sophia Jones-Redmond, Superintendent of Schools; Dr. Tresa Dunbar, Assistant Superintendent of Schools; Mrs. NeAngela Dixon, Chief Legal Counsel; Dr. Bambi Bethel-Leitschuh, Director of Special Education; Mr. Ricardo D. Johnson, Career and Technical Education Director; Susana Tirado, Administrative Assistant to Superintendent of IDJJ-SD#428 and Recorder; Laurence Roper, Management Operations Analyst; and Corelle Perry, Librarian at Thurgood Marshall Alternative High School, Mr. Michael McGrone, Principal at Thurgood Marshall Alternative High School (came in at 11:41 am)
- Board Member Left early: Jennifer Vidis (11:40 am)
- CONSENT AGENDA** **2.0** As follows.
- APPROVAL OF AGENDA** **2.1** President Mueller motioned to move the approval of the November 15, 2019 agenda. Member Mr. Green motioned to approve the agenda and Member Ms. Vidis seconded.
- Voice Vote
Aye: Unanimous
Nay: None
Motion Carries
- APPROVAL OF SEPTEMBER 20, 2019 MINUTES** **2.2** President Mueller motioned to move the approval of the minutes for September 20, 2019. Member Ms. Vidis motioned to approve the minutes and Member Dr. Dalmage seconded.
- Voice Vote
Aye: Unanimous
Nay: None
Motion Carries

PUBLIC PARTICIPATION **3.0** No public comments.

PRESIDENT’S REPORT **4.0** Director Mueller thanked the School District’s Central Office Administration. She acknowledged the hard work and the progress being made in the Education Department. She discussed the transformation of IDJJ, from where we started, where we are at, and where we are headed. From her perspective, looking at all different states, IDJJ is emerging as a leader in the field. The area that other national partners have started to recognize as a strength of IDJJ is purposeful programming. The book club was a topic that was mentioned, the job preparation program, the Shakespeare Behind Bars teaching strategy, etc. Director Mueller stated that most of the really good things that we do are because we as a District have opened up and said, “Community come in and help us please.” Other states with the same systems, nationwide, are not doing that to the same degree that we are and that is an area where some of our national partners want to come in and do what Illinois is doing.

Dr. Dalmage, Board Member, added that when we incarcerate a kid, we are disconnecting them, and what we are doing is trying to reconnect them to themselves, the community and to future. Per Director Mueller, this is critical, and therefore we are investing in programs that provide kids real opportunities to belong and have a real experience on a college campus. For example, we are partnering with TMA and transporting youth to the Schaumburg-based TMA site.

NeAngela Dixon, Chief Legal Counsel, mentioned some exciting updates. She stated that they are in the closure of the Mental Health consent decree, which was terminated on November 14, 2019. Mental Health is done with monitoring. Now the Mental Health Department can concentrate on the RJ Consent Decree. The judge wants to see this litigation progress and smaller reports with more targeted information from the monitors with clear recommendations and steps for DJJ to come out to the litigation. The goal is to be in compliance. Next year we will take the recommended steps they have for other compliance areas.

President Mueller mentioned that our “Mission To Me” video is officially launched. It is on our website. It is very nice and was produced by CMS. It is our staff speaking in their own words about what our mission means to them. It is also one of our youth narrating in his words with some help also speaking about what the mission means to him. It will be sent out to the Board Members. This is the first video, hopefully becoming a series. Next, Director would like to have a Mission in Action video, focusing on community partnerships where we have footage of actual things being done in real time and show what those things are as a team and externally with the community and show what we are trying to accomplish.

To conclude, the YAP pilot that was spoke about last meeting will launch in mid-December. There will probably be a press release in collaboration with that launch.

SUPERINTENDANT’S REPORT **5.0** Superintendent of Schools Dr. Jones-Redmond thanked the Board members for their attendance at the board meeting. Dr. Jones-Redmond then mentioned that an Action Item is included in her report, which is 2020/2021 proposed Board of Education Meeting dates. She asked to take a moment to look at the proposed dates for the motion. She gave the board members the opportunity to look over the dates before Director Heidi Mueller started the motion to approve.

BOARD OF EDUCATION MEETING DATES FOR 2020 AND 2021	5.1	President Mueller motioned to move the approval of the Board of Education meeting dates for years 2020/2021. All members were in favor.
TEACHER RETENTION REPORT	5.2	<p>Per Dr. Jones-Redmond, the number of teachers employed as of September 2019 has improved. There is a less of an exodus of teachers leaving. As she showed us from the data reports in the Board of Education Packet, she explained that in the school year of 2016-2017 a total net of 8 teachers left. Then for the school year 2017-2018, it improved, 1 teacher left. For the school year 2018-2019 we had a gain of 7 school teachers. The goal is to recruit and retain teachers. This has improved because we have worked together as a team and made the atmosphere as conducive to learning and supporting resource-rich activities for staff and our youth, which is paying off. Relationship building helps increase the numbers.</p> <p>Dr. Jones-Redmond also stated that she had a meeting about school staffing every other week with all the HR representatives. Meeting were held weekly and are now scheduled monthly due to better staffing. Our Chief of Staff attends the call too. We look at retirements, transfer out within the state and total resignations.</p> <p>It was stated by Director Mueller that this has to do with all the professional development efforts that Dr. Jones-Redmond, Dr. Dunbar, Dr. Bethel-Leitschuh, and Mr. Johnson have spent to do this. There has been so much time put into training, to building collaboration to team and leadership skills. Now we can see how things used to be and how they have changed through communication, coaching and relationship building. She stated that the thing that is keeping people together is all that effort that was poured into professional development. Per Dr. Jones-Redmond, we are giving teachers more of a voice as far as the Curriculum Council because they are leading our processes through our power-sharing and letting them be the leaders. Dr. Jones-Redmond, Dr. Dunbar, Dr. Bethel-Leitschuh, and Mr. Johnson are very visible at the facilities by visiting the facilities.</p>
DISTRICT ACT/SAT UPDATES	5.3	Per Dr. Dunbar, as a District we are most proud of, under the direction of the Director and the Superintendent for giving us full support and kind of leaning in and thinking outside the box, is that right now we are now engaging in the Illinois State Report Card. Now we are listed on the state report card, which is a good thing. One of the benefits that this gives us is that we are opening up and making it known that we are a real School District and people are starting to notice and hold us accountable. ISBE is focusing on us and giving us the support and the resources that we need.
ADMINISTRATOR RETREAT	5.4	On October 15-16, 2019, the Administrator Retreat in Springfield took place in anticipation and in preparation for the All-Staff Retreat. DJJ Administrators got together as a team with David Fischer, our facilitator, and were trained on how to create a trauma-informed environment. Dr. David Fischer is working on a "Toolkit" and working with the school staff, counselors, teachers, and principals so that each school is individually helped in accordance to its own needs in creating trauma-informed environments.

An agenda was developed together, which was good for all to be on the same level at the All-Staff Meeting. Each school developed their own toolkits, they made up a superhero and a chant or song. There is improvement on recruiting as well as on retaining staff by having relationships with them. This is partly the reason for the All-Staff Meeting, so that we can all be together and build relationships with each other. We want staff to know we support them, because they support our youth and we have to build our staff up. David Fischer will work with each school using these plans. It was wonderful and Dr. Jones-Redmond states she was overly surprised at this event.

**AUGUST AND
SEPTEMBER 2019
SPECIAL EDUCATION
REPORTS**

- 5.5 Dr. Bambi Bethel-Leitschuh started her report by giving kudos to Ms. Perry and Dr. Dalmage in their book club process. She stated that it is time for training for the Special Education coordinators, since we are now closer to approval of all schools and are now approved at Warrenville for the SAT testing process.

Dr. Bethel-Leitschuh stated that the All Staff Meeting for Special Education was held on October 23-25, 2019. Chief Legal Counsel, NeAngela Dixon, presented at the Special Education meeting.

In addition to the All-Staff Meeting, we had our EMBRACE training. We have talked about the EMBRACE program in the past. It is a new IEP program. It is a 504 program and a Medicaid reimbursement billable program. Phase one was the training kickoff, that happened October 24-25, 2019. Since then, we have had a critical weekly debriefing for the changing program. We are building a QNA all the way through from our weekly debriefs. She states she has to have all the SERCS and the psychologists drafted in this, so they are the go-to experts. Now they have started utilizing internal videos in their trainings, after the webinars were used.

**OCTOBER 2019
PRINCIPAL DATA AND
EDUCATION REPORTS**

- 5.6 Dr. Tresa Dunbar mentioned that that the School District is in compliance with the Consent Decree for both General Education and Special Education and that the School District is doing a good job with staff retention. Dr. Dunbar also mentioned that IYC-Warrenville/Maya Angelou Alternative High School is in full compliance with Special Education. She further mentioned that the School District is focused on ensuring that eligible youth have the opportunity to obtain a GED or a high school diploma for completing the required coursework.

**CTE AND POST-
SECONDARY
PROGRAMMING
ACROSS THE SCHOOL
DISTRICT UPDATE**

- 5.7 Mr. Ricardo D. Johnson discussed the FY20 requirements as mandated by the Perkins V Act, including youth and adult stakeholder surveys that will be used to collect data on our CTE programming. Mr. Johnson is asking everybody to participate in the surveys that he has sent out. The second component is a consultation, which consists of key stakeholders: youth, a parent, school administrators, board members, and community partners. The goal is to form a committee to determine what we need as a School District to ensure that all our youth have been exposed to college and career readiness.

**BOARD DISCUSSION
ITEMS**

- 6.0 Ms. Perry briefly explained that she and Dr. Dalmage are working together to sponsor a book drive. She also talked about some books that were read in the IYC-Chicago Book Club, which takes place at 12:30 p.m. on Mondays. She stated she noticed a change in the students who are part of the book club. They become more mentally-focused, more confident in reading, and more determined to learn. Per Dr. Jones-Redmond, the School District is going to build up on this to promote literacy and have more of a structure for the Librarians, since they have a broad spectrum of their work in their job title. Books can be ordered through Title I. Dr. Dalmage stated this is very easy and hands-on and is a good plan for the youth.

ADJOURNMENT:

- 7.0** President Mueller motioned to adjourn the Board of Education meeting. Member Dr. Dalmage motioned to adjourn and Member Green seconded. Members were all in favor.

Voice Vote

Aye: Unanimous

Nay: None

Motion Carries

Meeting adjourned at 11:51 a.m.

Next Board of Education Meeting will be Friday, January 17, 2020 at 9:30 a.m.

Aftercare Conference Room, Chicago

3.0 PUBLIC PARTICIPATION

4.0 PRESIDENT'S REPORT

4.1 Swearing In of New Board Member Ms. Willa J. Taylor

**Illinois Department of Juvenile Justice
Board of Education**

Date: January 17, 2020	Subject: 4.1 New Board of Education Member Willa J. Taylor
Initiated by: Superintendent Sophia Jones-Redmond	Attachments: N/A
Reviewed by: Director Heidi Mueller Superintendent Sophia Jones-Redmond	

BACKGROUND INFORMATION: The District is governed by a School Board consisting of seven members including the Director of the Department of Juvenile Justice, two (2) members appointed by the Director of the Department of Juvenile Justice, and four (4) members appointed by the State Board of Education. Official action by the Board may only occur at a duly called and legally conducted meeting at which a quorum is physically present.

Board Member Selection:

- Of the four (4) members appointed by the State Board of Education, at least one shall have knowledge of or experience in vocational education and at least one shall have knowledge of or experience in higher and continuing education.
- Of the two (2) members appointed by the Director, at least one shall have knowledge of or experience in education of students with disabilities/impairments in accordance with the Individuals with Disabilities Education Act and all related federal and state laws, rules, and regulations.

All members shall be selected based on their knowledge of or experience in education in correctional, vocational and general educational institutions.

CURRENT CONSIDERATION:

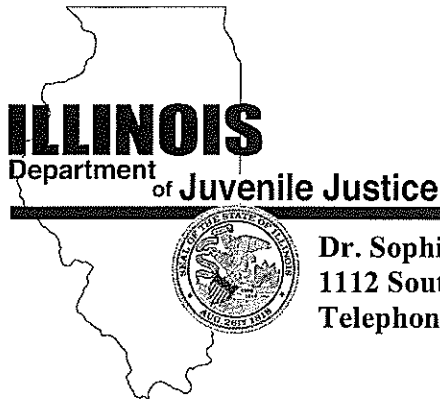
The Department of Juvenile Justice and School District #428 welcomes the new board member to the Board of Education.

FINANCIAL CONSIDERATION: There are no financial considerations at this time.

RECOMMENDED ACTION: The administration respectfully requests the Board of Education to accept the informational report as presented.

- ☒ Approval
- ☒ Information
- ☒ Discussion

BOARD ACTION: _____



JB Pritzker
Governor

Heidi Mueller
Director

Dr. Sophia Jones-Redmond, Superintendent of School District #428
1112 South Wabash Avenue, 2nd Floor, Chicago, Illinois 60605
Telephone: (312) 814-3848 / Fax: (312) 814-0701 / TDD: (800) 526-0844

Illinois Department of Juvenile Justice
Board of Education for School District #428
Oath of Office

I, Willa J. Taylor, do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education Department of Juvenile Justice School District #428, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect youth privacy and protect the confidentiality of individual youth information;

I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting; and

I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

Signed,

Willa J. Taylor, Board of Education Member

Date

Section 2 - School Board

Board Member Oath and Conduct

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office:

I, (name), do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Illinois Department of Juvenile Justice School District #428, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect youth privacy and protect the confidentiality of individual youth information.

I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting; and

I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

The Board President will administer the oath in an open Board meeting. In the absence of the President, the Board member with the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards*. A copy of the *Code* shall be displayed in the regular Board meeting room.

LEGAL REF.: 105 ILCS 5/10-16.5.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification)

ADOPTED: July 20, 2018

Section 2 - School Board

Exhibit - Board Member Code of Conduct

As a member of my local School Board, I will do my utmost to represent the public interest in education by adhering to the following standards and principles:

1. I will represent all School District constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my Board membership for personal gain or publicity.
3. I will recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a Board meeting.
4. I will take no private action that might compromise the Board or administration and will respect the confidentiality of privileged information.
5. I will abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by my fellow Board members and will participate in Board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective.
7. I will prepare for, attend and actively participate in School Board meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the Board, and remain reasonably knowledgeable about local, State, national, and global education issues.
9. I will respectfully listen to those who communicate with the Board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the Board, implement Board policy, and administer the District.
11. I will model continuous learning and work to ensure good governance by taking advantage of Board member development opportunities, such as those sponsored by my State and national school board associations, and encourage my fellow Board members to do the same.
12. I will strive to keep my Board focused on its primary work of clarifying the District purpose, direction and goals, and monitoring District performance.

ADOPTED: July 20, 2018

4.2 Biography: Willa J. Taylor

Biography

Willa J. Taylor



Specializes in:

- Training educators in arts integration and arts-based learning
- Curriculum development and training
- Theatrical and event production
- Social justice advocacy
- Youth development

Willa J. Taylor is the Walter Director of Education and Engagement for Goodman Theatre. She served as a member of Mayor Lightfoot's transition committee for Arts and Culture. She also serves on advisory boards for University of Illinois at Chicago and Northern Illinois University. In addition, Ms. Taylor is an adjunct faculty at DePaul University where is teaches dramaturgy.

In addition to a longtime career in the arts, Ms. Taylor brings a wealth of experience in other areas. Ms. Taylor is a writer and storyteller who has performed nationally. She is a former United States Navy linguist. She is also a contributor to *Arts Integration in Education: Teachers and Teaching Artists as Agents of Change*, published by Intellect LTD.

Ms. Taylor holds a Bachelor of Science in Liberal Studies from Excelsior College, a Master's of Fine Arts from American University, and a Master's of Education from Concordia University.

5.0 SUPERINTENDENT'S REPORT

5.1 School District #428

All-Staff Meeting Springfield 2019

**Illinois Department of Juvenile Justice
Board of Education**

Date: January 17, 2020	Subject: 5.1 School District #428 All-Staff Meeting Springfield 2019
Initiated by: Dr. Sophia Jones-Redmond Superintendent of Schools	Attachments: N/A
Reviewed by: Director Heidi Mueller Superintendent Dr. Sophia Jones-Redmond	

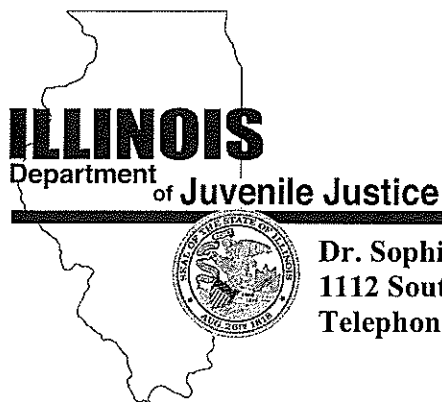
BACKGROUND INFORMATION: School District # 428 seeks to continue the vision of collaborative leadership, unifying practices and increasing the knowledge base of all IDJJ SD #428 staff. Utilizing the skills of impactful and effective outside partners, David Fischer, a national expert in the area of Social Emotional Learning (SEL) was the featured presenter at the All-Staff Annual Meeting. This meeting was held in Springfield, Illinois on November 7 and 8, 2019.

CURRENT CONSIDERATION: The IDJJ and SD #428 deeply believes in the investing in the quality of people and providing them with the tools to deal effectively with the consistently high demands and challenge of their work environment. Providing work related and meaningful professional development around increasing their skill sets and knowledge base, was the premise of our keynote presenter, David Fischer. Mr. Fischer began by asking the staff to acknowledge and own their emotions. To recognize and realize that we have to present and available to others by offering them self-care tools and also practicing these strategies. All Schools worked together to update and refine their SEL Toolkits. These Toolkits ask to provide a roadmap for a action-oriented strategic plan, including identifying responsible stakeholders, timelines, benchmarks and barriers. A continual cycle of workshops and planning will be done by each school with the assistance of David Fischer and the District throughout the 2020 School Year.

FINANCIAL CONSIDERATION: There are no financial considerations at this time.

RECOMMENDED ACTION: The administration respectfully requests the Board of Education to accept the informational report as presented.

- ☐ Approval
- ☒ Information
- ☒ Discussion



JB Pritzker
Governor

Heidi Mueller
Director

Dr. Sophia Jones-Redmond, Superintendent of School District #428
1112 South Wabash Avenue, 2nd Floor, Chicago, Illinois 60605
Telephone: (312) 814-3848 / Fax: (312) 814-0701 / TDD: (800) 526-0844

Agenda

2019 All School Staff Meeting

Thursday, November 7th & Friday, November 8, 2019

Thursday 12:00pm-4:00pm

- | | | |
|-------|----------------------------|--------------------------------------|
| 12:00 | 1. Welcome | Superintendent Jones-Redmond |
| 12:15 | 2. State of the Department | Director Heidi Mueller |
| 12:30 | 3. Consent Decree Update | Chief Legal NeAngela Dixon |
| 12:45 | 4. Trauma-Informed Care | David Fisher, Quo/Vadimus Consulting |
| | | • Toolkit Development |

Friday: 8:00am-1:00pm.

- | | |
|-------------------------------|--------------------------------------|
| 1. Welcome and Check-in | Assistant Superintendent Dr. Dunbar |
| 2. Trauma-Informed Care (TIC) | David Fisher, Quo/Vadimus Consulting |
| | • Toolkit Development |
| 3. Wrap-Up | Dr. Jones-Redmond |

PRACTICE

Student Caseloads (Toolkit Appendix B, Pages 2-4)

WHY is this practice important for your school?

Students feel disconnected from our staff

Staff feel engaged at work because of the students they serve, but few opportunities to build relationships

Our student assessments don't give us enough information about our students' actual education level

We want to better understand our students' strengths and growth areas

Our staff don't have opportunities to understand students' individual motivations and definitions of success

Education transition planning doesn't focus on students' actual skills, motivations and definitions of success

What will change if this practice is implemented (how will you know it is successful?)

Staff will have a better understanding of student needs and motivations, and can develop plans for classroom engagement, for remedial skill development, and for education transition planning

Our students will feel a stronger connection to their teachers, and will feel more comfortable asking for help and support

Teachers will be able to better provide blended learning and can differentiate instruction based on student need and skills

Teachers will be able to better address negative student behaviors through relationships and understanding

How will we measure success?

Increases in connection to post-D428 education engagement (increased attendance at home/receiving schools upon leaving D428, increased attendance in post-secondary training and education programs upon leaving D428)

Decreases in class-based disruptions and incidents

Increased student reports of feelings of connections, support and respect from school personnel

Increased student reports in educational competencies

Increase in student's base proficiencies

Strategic Action	Who is responsible	Date/Timeframe	Outcome Benchmarks	Resources/Support Needed	Possible Barriers
Determine what staff types will have a student caseload	School Improvement Team	December 1, 2019	We will know what staff will maintain student caseloads	Approval from school leadership	<p>Lack of staff buy-in or interest in the process</p> <p>Possible Solutions:</p> <ul style="list-style-type: none"> ✓ Ask for volunteers ✓ Start with a smaller group of students and scale up ✓ Reflection on process/create opportunities for staff to share their struggles with the "ask"
Allocate a caseload minimum and cap for each staff	School Improvement Team	December 1, 2019	All youth will be assigned to a staff caseload	Approval from school leadership	<p>Too many youth per staff, low staff numbers</p> <p>Possible Solutions:</p> <ul style="list-style-type: none"> ✓ Expand the types of staff that can maintain caseloads
Develop schedule for meetings with students. Determine location(s) for meetings	School Improvement Team	December 1, 2019	The school will have caseload meetings embedded in the school schedule	Approval from school leadership, Possible adjustments to the school schedule, Approval of locations from IJS/Facility	<p>Lack of meeting locations</p> <p>Possible Solutions:</p> <ul style="list-style-type: none"> ✓ Work with facility to identify meeting locations ✓ Use classrooms and other available offices <p>Maintaining safety and PREA standards with 1-1 meetings</p> <ul style="list-style-type: none"> ✓ Use standards that mental health uses for meeting 1-1 with youth
Develop sequence and expectations for caseload meetings, create resources that staff can use in 1-1 meetings (check-in questions, getting to know you activities, motivational interviewing practices, etc)	School Improvement Team	December 15, 2019	The school improvement team will be able to provide an in-service about the caseload practice that prepares staff to follow through on caseload meetings	Caseload meeting resources (can be gathered from toolkit, education resources, school counselor/psychologist, teachers, etc)	<p>Differing fidelity to the practice from staff</p> <p>Possible Solutions:</p> <ul style="list-style-type: none"> ✓ Give staff opportunities to process the expectations, alter or change the sequence, and contribute their own tools

Strategic Action	Who is responsible	Start Date	Outcome Benchmarks	Resources/Support Needed	Possible Barriers
Hold staff in-service on student caseloads	School Improvement Team	January 10, 2020	Staff will feel prepared to hold caseload meetings and will "buy-in" to the practice		<p>Differing levels of buy-in from staff</p> <p>Possible Solutions:</p> <ul style="list-style-type: none"> ✓ Spend time in the in-service soliciting push back and working through resistance ✓ Use strong facilitation skills to help staff connect this practice to their desired outcomes with youth (better behavior; more school engagement, etc) ✓ Engage staff in providing their own tools and tips, collect and distribute their tools and tips to others
Begin baseline data collection	School Improvement Team	January 15, 2020	SIT will be able to compare data prior to and during this practice to determine efficacy	<p>Bell-ringer style surveys of staff and youth about connection, support and respect</p> <p>Surveys of staff around their experiences managing youth behavior</p> <p>Incident reports and other documentation of disruptions from the principal</p> <p>Data from district on post-secondary and post-DJJ education continuation</p>	<p>Lack of existing data</p> <p>Possible Solutions:</p> <ul style="list-style-type: none"> ✓ Work with district to see if certain data can be tracked/collected
Begin holding caseload meetings with youth	Identified staff type	February 1, 2020	Staff will honor and hold to the time, schedule and practices of meeting with youth	<p>Resources provided through the in-service</p> <p>Support from the school and facility administration</p>	<p>Scheduling is disrupted by facility issues</p> <p>Possible solutions:</p> <ul style="list-style-type: none"> ✓ Ensure the SIT is working with principal and facility administration to keep the schedule running smoothly <p>Students aren't "bought-in" to the process</p> <p>Possible Solutions:</p> <ul style="list-style-type: none"> ✓ Incentivize meetings with treats, points, etc ✓ Focus on high-value relationship connections

Hold reflection and practice improvement conversations	School Improvement Team	March 1 st , and Monthly	Staff will be able to reflect on success, discuss challenges, and change techniques to improve practice	School principal will need to help make time in the schedule to hold conversations	
Gather Mid-Point data	School Improvement Team	June, 2020 October, 2020	SIT will begin to have comparison data to gage change from staff and students		
Compare data and look at efficacy in connection to post-secondary and post-IDJJ education connections	School Improvement Team	February, 2021	SIT will be able to gage the impact that this practice has had on 1) student/staff relationships, 2) student behavioral management and staff's feelings of being able to better manage behavior and 3) post-IDJJ outcomes for youth education	Data provided by principal and school district	
Reflect on practice based on data collection with staff, school, and district leadership	School Improvement Team	March, 2021	SIT will be able to provide findings on practice, and the school and district leadership can help support the expansion, continuation, or end of the practice		

SCHOOL: **Action Plan Developed By:**

PRACTICE

WHY is this practice important for your school?

What will change if this practice is implemented (how will you know it is successful?)

How will we measure success?

Strategic Action	Who is responsible	Start Date	Outcome Benchmarks	Resources/Support Needed	Possible Barriers

[illegible]

5.2 Principal Retirement

**Illinois Department of Juvenile Justice
Board of Education**

Date: January 17, 2020	Subject: 5.2 Principal Retirement
Initiated by: Dr. Sophia Jones-Redmond, Superintendent of Schools	Attachments: None
Reviewed by: Heidi Mueller, Director Dr. Sophia Jones-Redmond, Superintendent of Schools	

BACKGROUND INFORMATION:

CURRENT CONSIDERATION: On November 28, 2019, Principal Michael Butler retired. Mr. Butler served as principal of Booker T. Washington, Alternative High School (IYC-Harrisburg) for over 15 years. Mr. Butler's strong leadership of his entire staff lead directly to many of the successes experience by the school. Mr. Butler, gave School District 428, notice well in advance of his plans to retire, which allowed the district to begin planning to put someone in the role, until a permanent principal comes on board. Jaime Rheaume was selected to become the Temporary Administrator, of Booker T. Washington Alternative High School, and before his retirement, Mr. Butler allowed Ms. Rheaume the opportunity to shadow him for five weeks. Mr. Butler also provided a written action plan of important action items, necessary to continue the forward movement of the school. The application period has closed, and interviews will be conducted within the next few weeks. School District #428 hopes to have a permanent principal in place by March 1, 2020.

FINANCIAL CONSIDERATION: There are no financial considerations currently.

RECOMMENDED ACTION: The administration respectfully requests the Board of Education to accept the informational report as presented.

- ☐ Approval
- ☒ Information
- ☐ Discussion

5.3 School District #428

SAT Updates

**Illinois Department of Juvenile Justice
Board of Education**

Date: January 17, 2020	Subject: 5.3 School District #428 SAT Updates
Initiated by: Dr. Sophia Jones-Redmond Superintendent of Schools	Attachments: None
Reviewed by: Dr. Sophia Jones-Redmond Superintendent of Schools	

BACKGROUND INFORMATION: The ACT (American College Testing) and SAT (Scholastic Assessment Test) are assessments given to students during their Junior and Senior year of high school. During the 2019-2020 school year, further emphasis has been placed on IDJJ SD #428 youth having access to these College Readiness Assessments in all five schools. Partnerships have been formed to allow IDJJ SD #428, to become national testing sites. The process is rigorous and involves several highly monitored levels. All levels must be completed to the satisfaction of The College Board.

CURRENT CONSIDERATION: As teaching and learning evolves in academia, alignment of strategies and techniques to produce better student results also move forward. The Superintendent is continuing to make sure we stay competitive with all other Illinois School Districts. A *High School Request Form* was submitted in March, and August of 2019 for all IDJJ SD #428 to become National Testing Sites. Maya Angelou (IYC-Warrenville), and Booker T. Washington (IYC-Harrisburg) have been approved. Thurgood Marshall (IYC-Chicago), Glencliffe Academy (IYC-Pere Marquette) and Samuel Sublett (IYC-St. Charles), are pending. IDJJ SD #428 has also aligned itself with the ISBE and IL College Board, to register the District for the March statewide assessment. As partners, we are receiving all assessment materials and free resources from Khan Academy, for our students and teachers to prep for the April exam. Although, we expect all district schools to be approved before April, as official test sites, this does allow us to make sure we are providing district students access to this important assessment. In 2019, School District #428, was invited to participate in monthly conference call updates with ISBE and The College Board.

FINANCIAL CONSIDERATION: There are no financial considerations at this time.

RECOMMENDED ACTION: The administration respectfully requests the Board of Education to accept the informational report as presented.

- ☐ Approval
- ☒ Information
- ☒ Discussion

5.4 Illinois Juvenile Justice Leadership Council

Co-Chairs

Hon. Anne M. Burke
Il. Supreme Court
 Hon. Rita B. Garman
Il. Supreme Court
 Director Heidi Mueller
Il. Dept. of Juvenile Justice

Council Members

Hon. Kwame Raoul
 Hon. Toni Preckwinkle
 Hon. John Cullerton
 Hon. Michael J. Madigan

Hon. Amy Campanelli
 Hon. Kim Foxx
 Hon. Cassandra Goldman
 Hon. Greg Harris
 Hon. Michael Nerheim

Hon. Robert Anderson
 Hon. Jennifer Baulnecht
 Hon. Neil Cohen
 Hon. Paula Gomora
 Hon. Sophia Hall
 Hon. Rosemary Higgins (ret.)
 Hon. Lisa Holder White
 Hon. Janet Holmgren
 Hon. Elizabeth Robb (ret.)
 Hon. John B. Roe
 Hon. Colleen Sheehan
 Hon. George Timberlake
 (ret.)
 Hon. Michael Toomin
 Hon. Patrick Yarbrough

Janet Ahern
 Director John Baldwin
 David Beery
 Margaret Berglund
 Julie Biehl
 Eddie Bocanegra
 Doug Braun
 Brian Brown
 Beverly Butler
 Jadine Chou
 Elizabeth Clarke
 Hon. Tom Dart
 Sec. James Dimas
 Mathilda de Dios
 Supt. Leonard Dixon
 Liz Dozier
 Andrea Durbin
 Richard Felice
 Chairman Craig Findley
 Esther Franco-Payne
 Samantha Gaddy
 Carol Gall
 Diane Geraghty
 Cheryl Graves
 Hon. Patrick Hartshorn
 Mark Hassakis
 Lanetta Haynes Turner
 Toni Irving
 Lisa Jacobs
 Waldo Johnson
 Chris Kachiroubas
 Walter Katz
 Brendan Kelly
 Fr. Dave Kelly
 Susan Lee
 Comm. Thomas Lemmer
 Director John Maki
 Director Jeff Mays
 Marcia Meis
 Lisa Morrison Butler
 Peter Mulhall
 Cliff Neils
 Useni Perkins
 Elena Quintana
 Pamela Rodriguez
 Loyce Spells, II
 Robert Spicer
 Ray Stubner
 Tom Templeton
 Rick Velasquez
 Jennifer Vollen-Katz
 Joanna Wells
 Ed Wojcicki

ILLINOIS JUVENILE JUSTICE LEADERSHIP COUNCIL

January 7, 2020

Sent via email to: Sophia.Jones-Redmond@illinois.gov

Dr. Jones-Redmond,

Re: *Invitation to Participate as a Panelist at the Next Illinois Juvenile Justice Leadership Council Quarterly Meeting*

On behalf of the Co-Chairs of the Illinois Juvenile Justice Leadership Council, I am writing to request your participation as a panelist at the next Illinois Juvenile Justice Leadership Council quarterly meeting which will take place on January 28, 2020, from 11:30 am to 2:30 pm at the University Club, located at 76 E. Monroe Street, Chicago, IL 60603. Lunch will be available at 11:30 am and the meeting will begin promptly at 12:00 pm.

The panel discussion will focus on access to education for justice-involved youth in Illinois. We are hoping that you will educate council members on your experiences working with this population. The panel will last for approximately 40 minutes, which includes time for questions from the audience.

I look forward to your sharing of information about the amazing work that your office is doing, and the potential impacts those initiatives will have on the juvenile justice system in Illinois. Please do not hesitate to contact me at my office at (312) 332-8130 or email me at garien@iljp.org if you have any questions or concerns.

Warm Regards,
 Garien Gatewood

On behalf of:

Chief Justice Anne M. Burke
 IL. Supreme Court

Justice Rita Garman
 IL. Supreme Court

Director Heidi Mueller
 IL. Dept. of Juvenile Justice

5.5 Goodman Theatre Partnership and Professional Development Update

**Illinois Department of Juvenile Justice
Board of Education**

Date: January 17, 2020	Subject: 5.5 Goodman Theatre Partnership and Professional Development Update
Initiated by: Dr. Sophia Jones-Redmond, Superintendent of Schools	Attachments: Goodman Partnership Plan
Reviewed by: Heidi Mueller, Director Sophia Jones-Redmond, Superintendent of Schools	

BACKGROUND INFORMATION: A major thrust of this administration is to increase the availability of options for academic achievement and educational advancement through the development of school partnerships. Working with vetted and established, outside educational partners to assist in broadening the curriculum at each school, will enhance student development by providing more choice in course options. The Goodman Theatre of Chicago is a nationally recognized leader in Arts Education and believes in programming for social change. The theatre has expressed a strong desire to bring specialized programming to our school district and work with our teachers to expand the arts footprint in our schools.

CURRENT CONSIDERATION: The school district administration is proud to announce the continuation of this partnership with the Goodman Theatre. School District #428 will engage with the Goodman Theatre in three unique and bold areas of partnership. (1) Students will have the opportunity to participate in a writing contest for the play #ENOUGH, and if chosen, have their work premiered at the Utah Film Festival. Teacher Workshop Series are also being offered to all IDJJ #428 Teachers. Interactive, hands-on, performance-based activities will be offered to the teachers around the plays, ROE, School Girls-Or the African Mean Girls Play and American Mariachi. The teachers will learn how to infuse the arts into their daily curriculum. After every professional development workshop, all attendees will attend the actual performance of that play. The final partnership opportunity, was developed uniquely for School District #428 and will allow our teachers to participate in a 5 hours course, looking at the works of August Wilson and developing curriculum based on those themes to use in their classroom instruction. This workshop is for Social Studies, Language Arts and School Counselors. It is the belief that enhancing the options and range of partnership opportunities offered to our teachers and schools will raise the level of quality instruction and value of educational coursework district wide.

FINANCIAL CONSIDERATION: There are no financial considerations at this time.

RECOMMENDED ACTION: The administration respectfully requests the Board of Education to accept the informational report as presented.

- ☐ Approval
- ☒ Information
- ☒ Discussion

Goodman Theatre and DJJ Project 2020

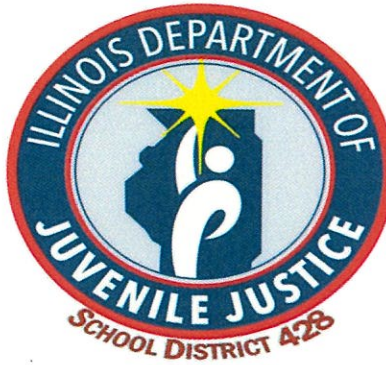
<p>"#Enough"</p>	<p>Teacher Workshop Series Workshop 5:00pm-7:20pm Performance 7:30pm.</p>	<p>Teaching August Wilson</p>
<p>Play written by youth on "Ending Gun Violence"</p> <p>Six-character limit, 10 mins</p> <p>Submit between Jan-April 2020</p> <p>Top 10 plays nationwide will have the play performed at a play festival in Utah.</p> <p>All Chicago entries will have their play performed at the Goodman Theatre</p> <p>Workshop with the Youth (2) Jan 6th and 20th @ WV and Chicago</p> <p>Workshop with Teachers Jan 22nd 10:30am-2:30pm @ Goodman</p> <ol style="list-style-type: none"> 1. Lovelace 2. Gordon 3. LVI rep 4. McGrone 5. Dr. Lee 6. Williams 7. Perry 8. Roper 	<p>Roe - January 23rd Conceived in a pizza parlor and argued in the highest court in the land, 1973's <i>Roe v. Wade</i> legalized abortion—and is hotly debated still today. The complex young women behind the trial—attorney Sarah Weddington and plaintiff Norma McCorvey ("Jane Roe")—embark upon separate journeys that mirror the current polarization over the landmark decision. Shocking, humorous and "full of nuance and complexity" (NPR), <i>Roe</i> illuminates the heart and passion that each side has for their cause.</p> <p>School Girls; or, the African Mean Girls Play – April 2nd This biting and buoyant comedy, "ferociously entertaining, as heartwarming as it is hilarious" (<i>The Hollywood Reporter</i>), arrives in Chicago on the heels of a critically acclaimed, extended run Off-Broadway. As the reigning queen bee at Ghana's most exclusive boarding school sets her sights on the Miss Universe pageant, a new student unexpectedly changes the game. This "gleeful African makeover of an American genre" (<i>The New York Times</i>) spotlights the universal similarities—and glaring differences—of teenage girls around the globe.</p> <p>American Mariachi - April 30th <i>Familia, amor and tradición</i> are at the heart of this hilarious and heartwarming new comedy about the freedom to dream big. Lucha spends her days caring for her ailing mother, but longs to shake up her 1970s home life. When a forgotten record album sparks her mother's memory, Lucha and her cousin strike upon a radical idea: to create an all-female mariachi band. Infused with live mariachi music, this "big-hearted, musical tug at the heartstrings" (<i>Denver Post</i>) reveals how music and love can make just about anything possible.</p>	<p>Five-hour course</p> <p>Participants: Social Studies Teachers Language Arts Teachers School Counselors</p> <p>Date: Wednesday April 8th April 15th April 22nd April 29th</p>

Additional Notes:

Podcast at San Quintin "Ear Hustle
Creative Arts Grant

5.6 October and November 2019

Special Education Reports



Special Education Board of Education October 2019 Report

Data Summary

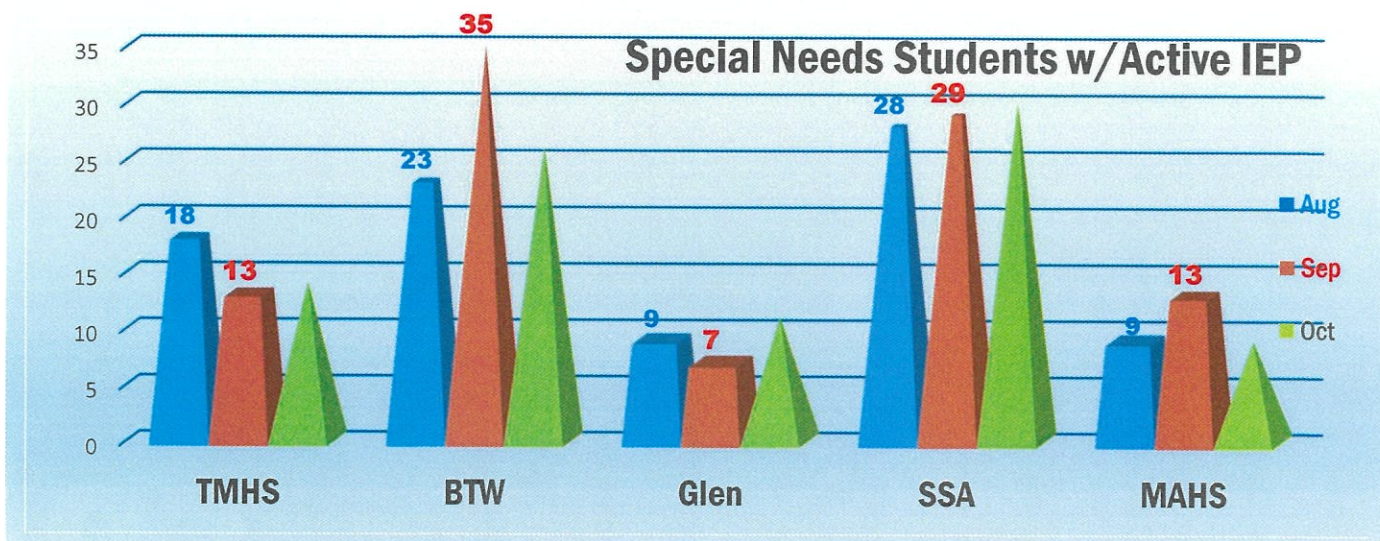
- There were four Re-Evaluation referrals initiated. (2- PM and 2 HSBG).
- 22 new students with Special Education entitlement were enrolled which is twelve fewer enrollments than last month. (4-PM, 2-WRN; 5 CHI, 5 STC, and 6 HSBG).
- The third month of the 2019-2020 school year has realized a Special Education enrollment total of 90 youths resulting in 28 fewer Special Education enrollments.
- Four youths graduated with a diploma. (2 from Pere Marquette and two from St. Charles Sam Sublett Alternative High School)
- The breakdown of primary disabilities remains very similar to August 2019 with entitlements including Emotional Disabilities – 49%; Other Health Impaired – 19%; Specific Learning Disabilities – 27%; Intellectual Disabilities – 2%; and SLP - 4%.
- Seven youth Annual/Re-Evaluation/IEP meetings were held with a total of six parent/guardians attending by phone and one in-person. This is a 100% attendance!
- Five youth AR meetings were canceled due to all youth vacating early.
- Of eight youth who entered with AR/Re-Evaluations out-of-compliance and three youth becoming out of compliance while enrolled, all upcoming meetings are scheduled within a 30-day window.
- The Director of Special Education visited four of the five school facilities. (Glencliffe Academy, Thurgood Marshall, Maya Angelou, and Sam Sublett School.)

Activities Summary

- The Warrenville Special Education Resource Coordinator, Carlitta Tucker-Powell, resigned to take another State of IL position.
- Once SERC, one Special Education Teacher and I attended the Annual Transition Conference in Collinsville, IL.
- The Second Annual All Special Education Inservice was held in Springfield, IL. The two-day event included Post-Secondary Transition speakers from IL WorkNet, IL Dept. of Rehabilitation Services, and the Work Incentives Planning Assessment Division of the IL Assistive Technology Program and Embrace IEP Program Training.
- Dr. Bethel-Leitschuh provided Special Education information to the IDJJ Interns at the Intern Academy on Oct. 31, 2019.

Special Needs Students w/active IEP

97		Aug	Sep	Oct
	T.Marshall	18	13	14
	B.T.Washington	23	35	26
	Glencliffe	9	7	11
	S.Sublett	28	29	30
	Angelou	9	13	9
	SD428	87	97	90



NEW Students w/active IEP

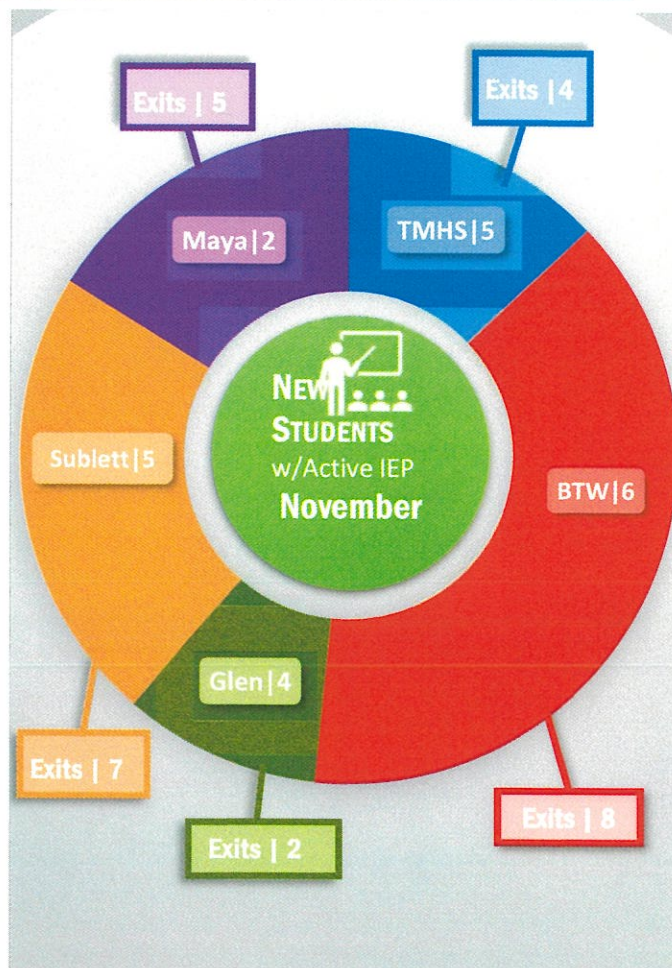
17		Aug	Sep	Oct
	T. Marshall	3	4	5
	B.T.Washington	6	12	6
	Glencliffe	3	3	7
	S.Sublett	5	7	5
	Angelou	2	5	2
	SD428	19	31	22

EXITING Students w/active IEP

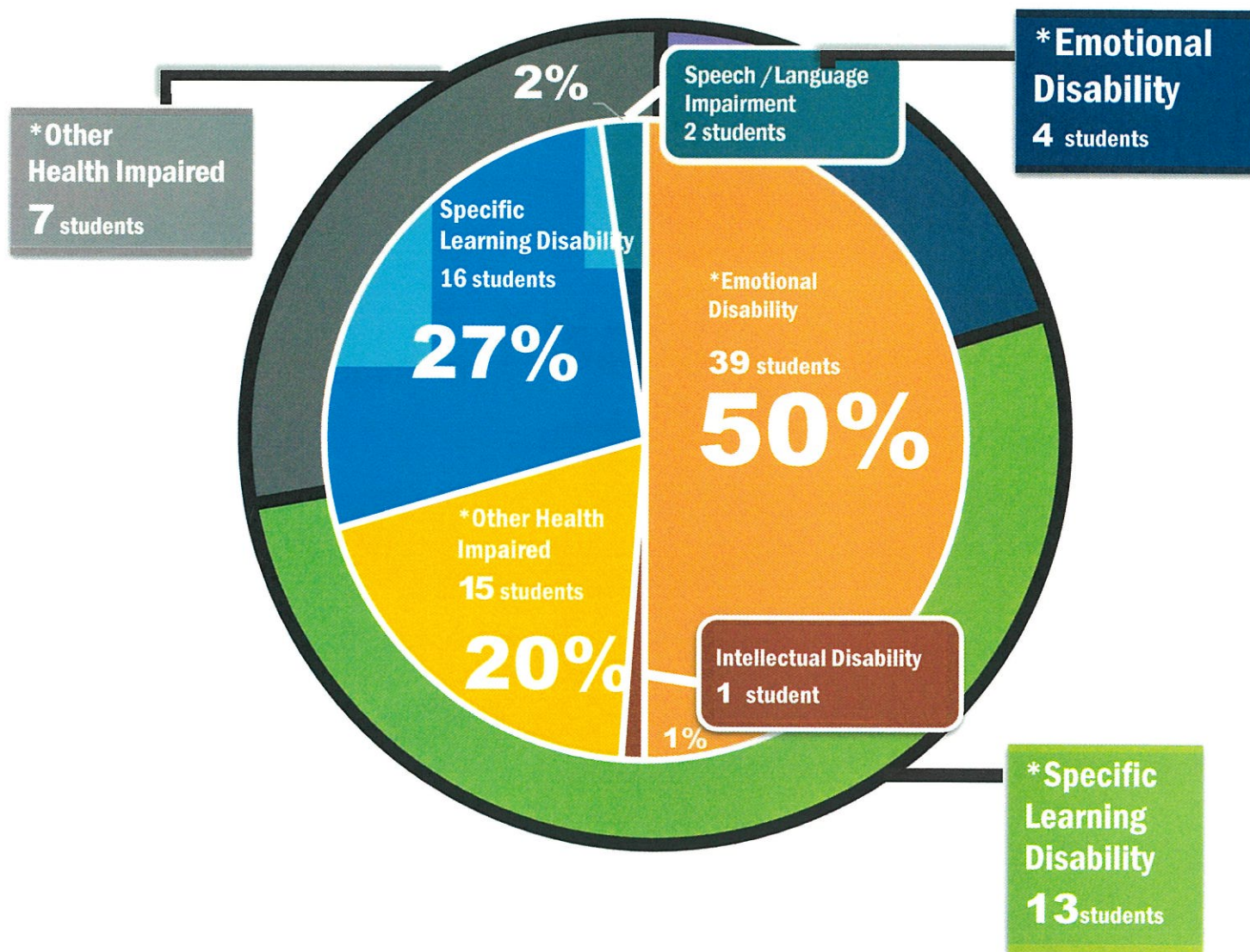
27		Aug	Sep	Oct
	T. Marshall	2	9	4
	B.T.Washington	3	8	8
	Glencliffe	1	2	2
	S.Sublett	8	4	7
	Angelou	1	-	5
	SD428	15	23	26

GRADUATING Students w/active IEP

1		Aug	Sep	Oct
	T.Marshall	1	-	-
	B.T.Washington	-	-	-
	Glencliffe	-	-	2
	S.Sublett	-	2	2
	Angelou	-	-	-
	SD428	1	2	4



SD 428 ^{Primary} ^{*Secondary} Disability Share



Students w/Emotional Disability



39

	AUG	SEP	OCT
TMHS	6	5	5
BTW	10	9	9
GCA	3	4	5
SSA	14	18	19
MAHS	6	5	6

Students w/Intellectual Disability



1

	AUG	SEP	OCT
TMHS	-	-	-
BTW	-	-	1
GCA	1	-	-
SSA	2	1	-
MAHS	1	1	-

Students w/Other Health Impaired



15

	AUG	SEP	OCT
TMHS	1	-	1
BTW	8	17	7
GCA	1	1	2
SSA	5	7	6
MAHS	-	-	1

Students w/Specific Learning Disability



16

	AUG	SEP	OCT
TMHS	11	7	6
BTW	5	8	8
GCA	4	2	1
SSA	7	3	5
MAHS	1	1	4

Students w/Speech or Language Impairment



0

	AUG	SEP	OCT
TMHS	-	1	1
BTW	-	-	-
GCA	-	-	-
SSA	-	-	-
MAHS	1	1	1

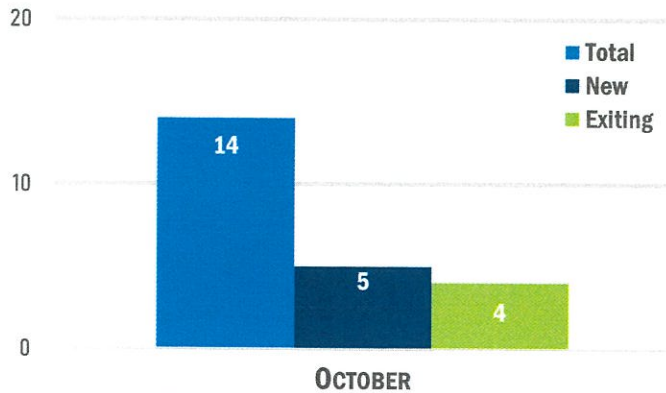
Students w/Traumatic Brain Injury (TBI)



0

	AUG	SEP	OCT
TMHS	-	-	-
BTW	-	-	-
GCA	-	-	-
SSA	-	-	-
MAHS	-	-	-

	SPED Students	NEW Students	EXITING Students
August	18	3	2
September	13	4	9
October	14	5	4



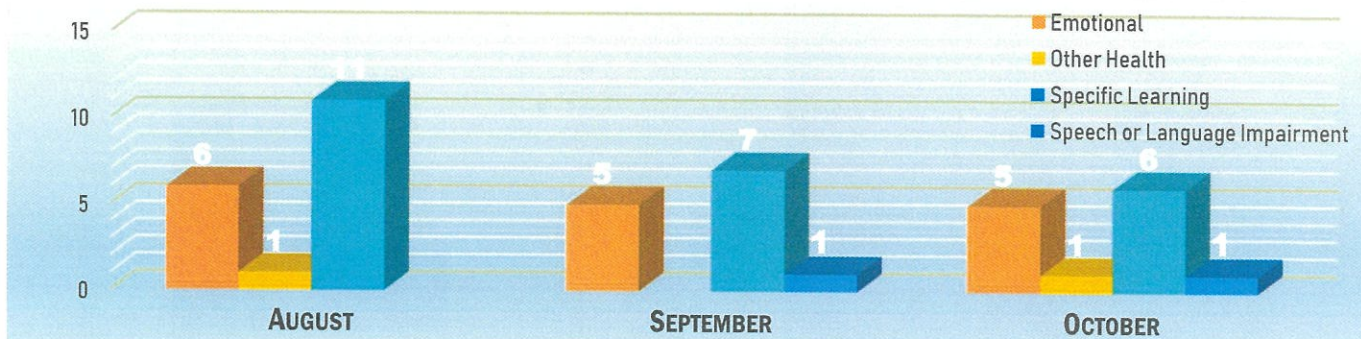
Graduating Students w/IEP

August	1
September	0
October	0



Primary Disability Areas

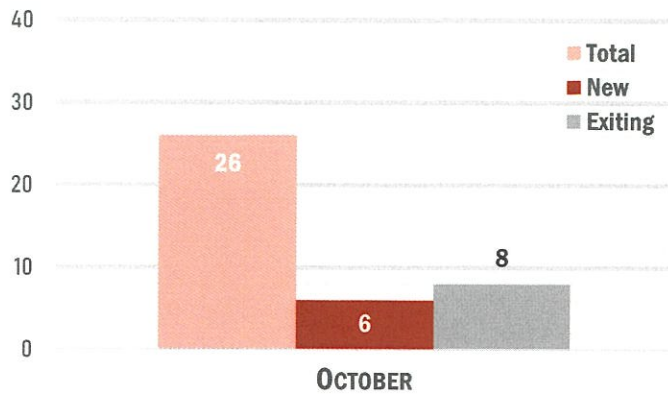
	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-			
Emotional	6	5	5			
Hearing	-	-	-			
Intellectual	-	-	-			
Other Health	1	-	1			
Specific Learning	11	7	6			
Speech or Language Impairment	-	1	1			
Traumatic Brain Injury	-	-	-			



Psychological Evaluations

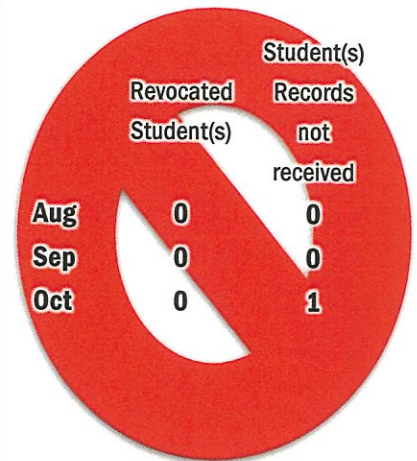
	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0			
Completed Re-Evaluations	0	0	0			
Completed Record Reviews	0	0	0			
IEP Review Meetings	0	1	0			
Annual Review Only	1	2	0			
Re-Evaluation & Recorded Review Meetings Only	0	0	0			
Combined Re-Evaluation & AR Meetings Only	1	0	0			
Parents who attended Meetings In-Person or (By Phone)	0(2)	0(2)	0			
Canceled Meeting	0	1	3			
NEW/Students w/504 Plan	0	0	0			
EXITING/Students W/504 Plan	0	0	0			

	SPED Students	NEW Students	EXITING Students
August	23	6	3
September	35	12	8
October	26	6	8



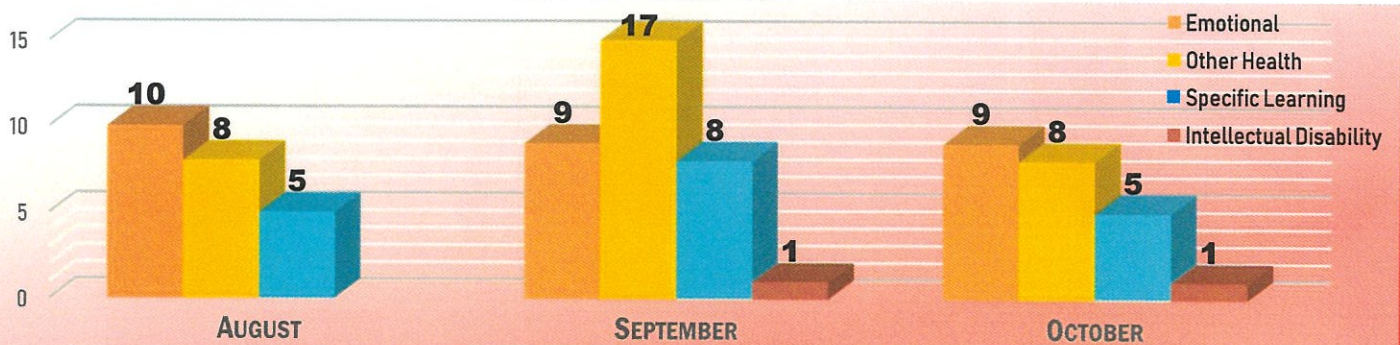
Graduating Students w/IEP

August	0
September	0
October	0



Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-			
Emotional	10	9	9			
Hearing	-	-	-			
Intellectual	-	1	1			
Other Health	8	17	7			
Specific Learning	5	8	8			
Traumatic Brain Injury	-	-	-			

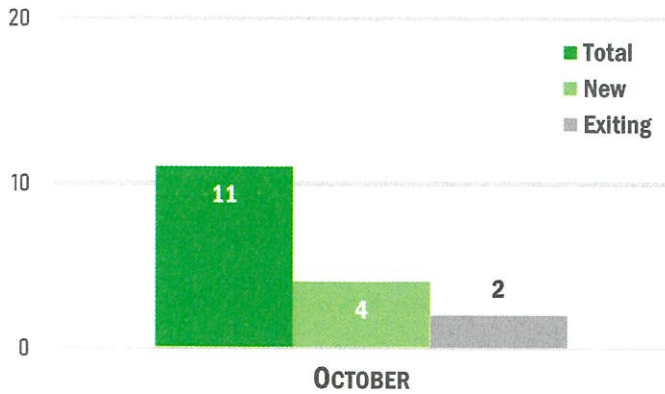


Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0			
Completed Re-Evaluations	0	0	0			
Completed Record Reviews	0	0	0			
IEP Review Meetings	4	0	0			
Annual Review Only	9	1	1			
Re-Evaluation & Recorded Review Meetings Only	0	0	0			
Combined Re-Evaluation & AR Meetings Only	2	2	2			
Parents who attended Meetings in person or (by phone)	1(8)	0(2)	0(2)			
Canceled Meeting	1	0	0			
New Students w/504 Plan	0	0	0			
EXITING Students W/504 Plan	0	0	0			



	SPED Students	NEW Students	EXITING Students
August	9	3	1
September	7	3	2
October	11	4	2



Graduating Students w/IEP

August	0
September	0
October	2

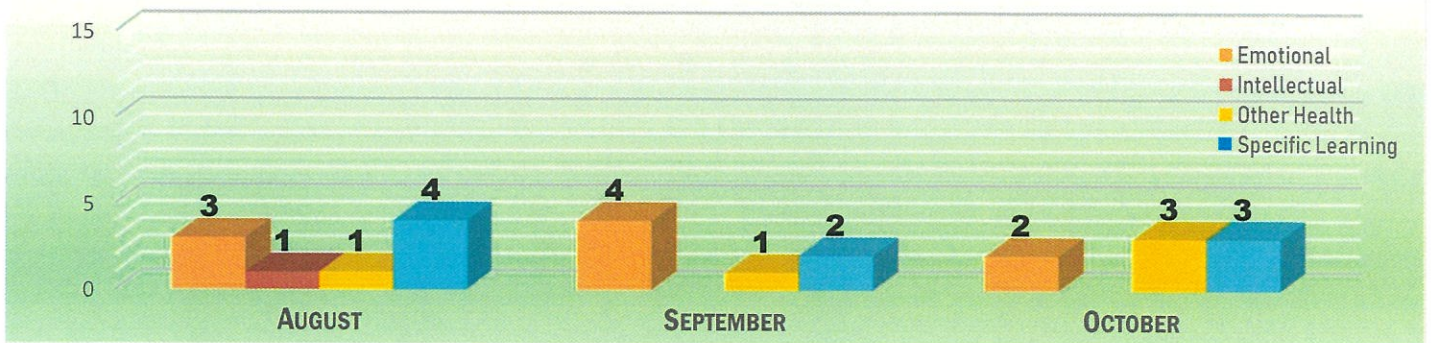
Revocated
Student(s)

Student(s)
Records
not received

Aug	2	0
Sep	0	0
Oct	0	0

Primary Disability Areas

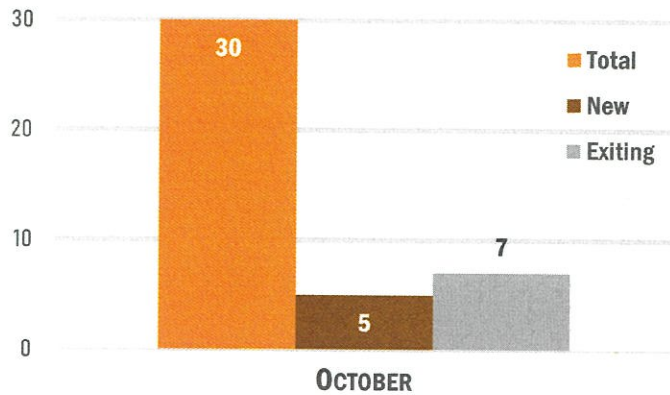
	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-			
Emotional	3	4	2			
Hearing	-	-	-			
Intellectual	1	-	-			
Other Health	1	1	3			
Specific Learning	4	3	3			
Traumatic Brain Injury	-	-	-			



Psychological Evaluations

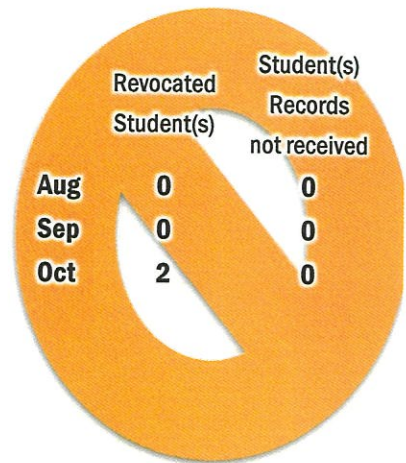
	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0			
Completed Re-Evaluations	0	0	0			
Completed Record Reviews	0	0	0			
IEP Review Meetings	1	0	1			
Annual Review Only	1	0	1			
Re-Evaluation & Recorded Review Meetings Only	0	0	0			
Combined Re-Evaluation & AR Meetings Only	0	0	0			
Parents who attended Meetings in person or (by phone)	0	0	1(0)			
Canceled Meeting	1	1	0			
NEW/Students w/504 Plan	0	0	0			
EXITING/Students W/504 Plan	0	0	0			

	SPED Students	NEW Students	EXITING Students
August	28	5	8
September	29	7	4
October	30	5	7



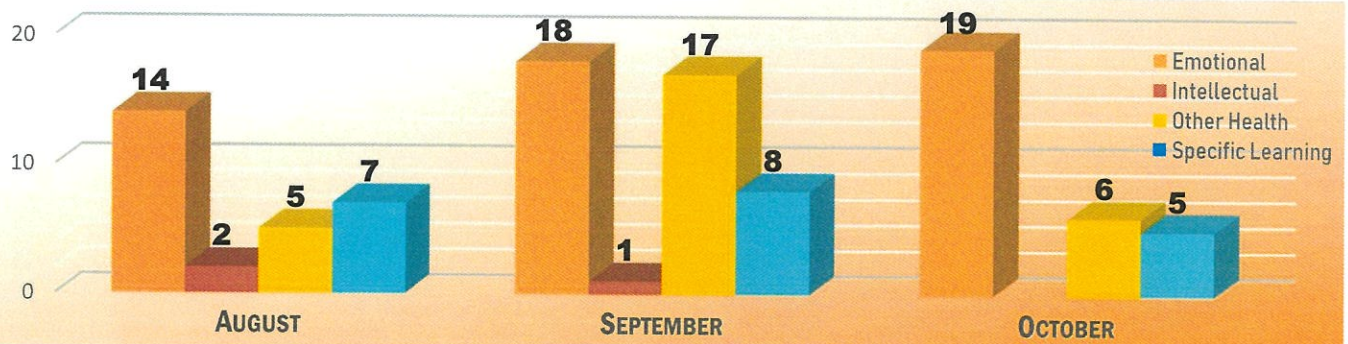
Graduating Students w/ IEP

August	0
September	0
October	2



Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-			
Emotional	14	18	19			
Hearing	-	-	-			
Intellectual	2	1	-			
Other Health	5	17	6			
Specific Learning	7	8	5			
Traumatic Brain Injury	-	-	-			

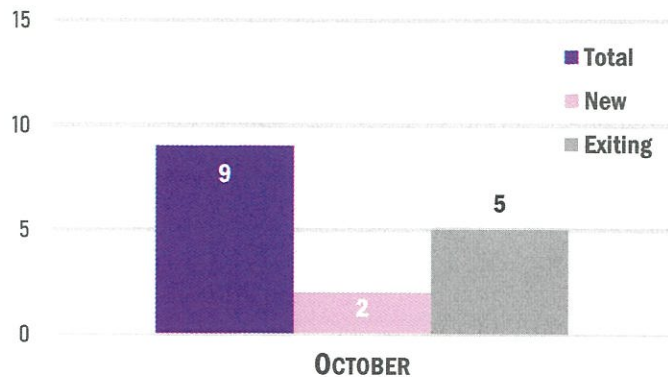


Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0			
Completed Re-Evaluations	0	0	1			
Completed Record Reviews	0	0	0			
IEP Review Meetings	0	0	1			
Annual Review Only	7	3	3			
Re-Evaluation & Recorded Review Meetings Only	0	0	0			
Combined Re-Evaluation & AR Meetings Only	0	0	0			
Parents who attended Meetings In person or (by phone)	1(4)	1(1)	0(3)			
Canceled Meeting	0	0	2			
New/Students w/504 Plan	0	0	0			
EXITING/Students W/504 Plan	0	0	0			

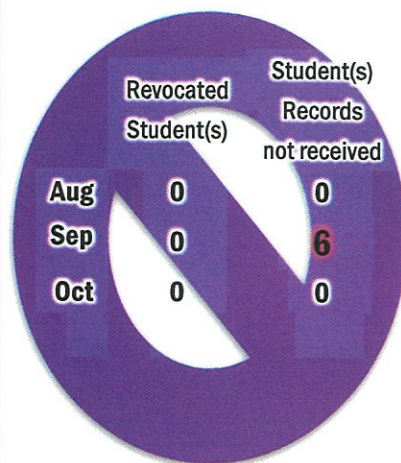


	SPED Students	NEW Students	EXITING Students
August	9	2	1
September	13	5	0
October	9	2	5



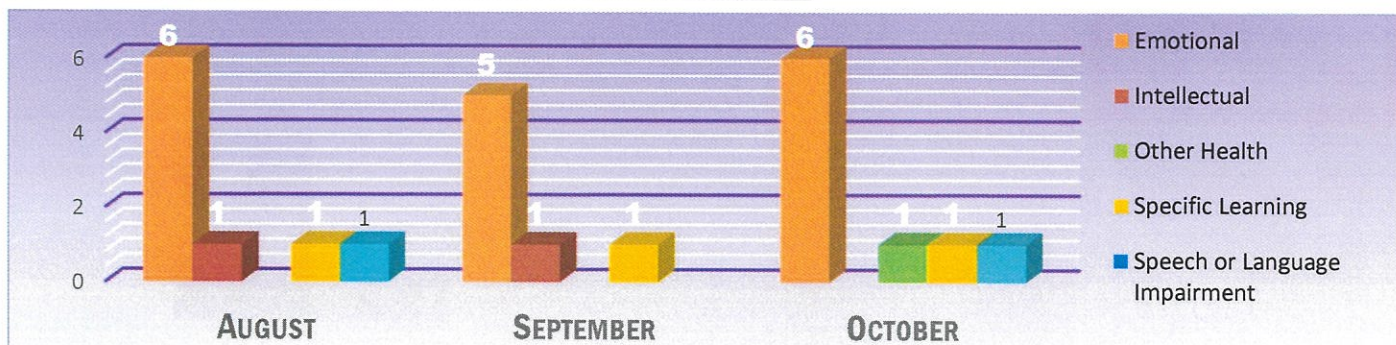
Graduating Students w/ IEP

August	0
September	0
October	0



Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-			
Emotional	6	5	6			
Hearing	-	-	-			
Intellectual	1	1	-			
Other Health	-	-	1			
Specific Learning	1	1	1			
Speech or Language Impairment	1	-	1			
Traumatic Brain Injury	-	-	-			



Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0			
Completed Re-Evaluations	0	1	1			
Completed Record Reviews	0	0	0			
IEP Review Meetings	4	0	0			
Annual Review Only	0	0	0			
Re-Evaluation & Recorded Review Meetings Only	0	0	0			
Combined Re-Evaluation & AR Meetings Only	0	1	0			
Parents who attended Meetings In person or (by phone)	0(2)	0(1)	0(1)			
Canceled Meeting	0	0	0			
New/Students w/504 Plan	0	1	0			
EXITING/Students W/504 Plan	0	0	0			

Table 1 **SPED Teachers**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	1	1	2	2	2	3	3	2	2	2	2	2	1	1	1
BTW ^{ashington}	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5
Glenclyffe	3	3	3	3	2	2	2	2	2	2	2	2	2	1	1
SS ^{ublett}	3	4	4	4	4	4	4	4	4	4	4	4	4	2	2
Maya A ^{ngelou}	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2
SD ⁴²⁸	12	13	13	15	15	15	16	15	15	15	15	15	14	11	11

Table 2 **Total Special Needs Students w/active IEP**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	19	18	19	28	27	26	25	24	19	16	14	18	18	13	14
BTW ^{ashington}	23	24	34	32	27	29	28	20	21	18	28	24	23	35	26
Glenclyffe	14	15	15	12	13	15	14	13	8	12	6	5	9	7	11
SS ^{ublett}	36	36	44	47	38	32	36	21	33	35	36	33	28	29	30
Maya A ^{ngelou}	11	10	15	12	10	9	5	7	6	9	7	7	9	13	9
SD ⁴²⁸	103	103	127	131	115	111	108	85	87	90	91	87	87	97	90

Table3 **Exiting Students w/active IEP**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	3	5	4	2	6	8	3	2	7	4	4	5	2	9	4
BTW ^{ashington}	3	14	6	5	11	10	8	13	3	6	3	6	3	8	8
Glenclyffe	1	5	7	6	6	4	3	4	2	2	1	-	1	2	2
SS ^{ublett}	12	12	5	10	4	6	4	4	13	8	9	10	8	4	7
Maya A ^{ngelou}	4	8	6	2	4	4	5	4	1	1	1	4	1	-	5
SD ⁴²⁸	23	44	28	25	31	32	23	27	26	21	18	25	15	23	26

Table 4 **Graduating Students w/active IEP**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	-	-	-	1	1	-	-	2	1	1	1	-	1	-	-
BTW ^{ashington}	1	1	1	1	-	2	-	-	-	-	-	-	-	-	-
Glenclyffe	1	2	-	-	-	-	-	1	-	3	-	-	-	-	2
SS ^{ublett}	-	-	2	-	-	1	-	1	1	3	-	1	-	2	2
Maya A ^{ngelou}	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SD ⁴²⁸	2	3	3	2	1	3	0	4	2	7	1	1	1	2	4

Table 5 **Students w/Emotional Disability**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	7	6	8	8	11	9	9	11	11	8	7	5	6	5	5
BTW ^{ashington}	10	8	8	7	2	10	10	6	8	5	10	9	10	9	9
Glenclyffe	6	6	6	4	4	5	3	3	-	3	3	2	3	4	5
SS ^{ublett}	19	21	20	25	20	18	19	8	16	19	22	21	14	18	19
Maya Angelou	6	9	10	6	5	5	3	4	4	7	6	6	6	5	6
SD ⁴²⁸	48	50	52	50	42	47	44	32	39	42	48	43	39	41	44

Table 6 **Students w/Intellectual Disability**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	2	2	1	2	2	4	4	4	3	2	-	-	-	-	-
BTW ^{ashington}	2	1	1	1	1	2	2	1	1	1	-	-	-	1	1
Glenclyffe	-	-	2	-	-	1	1	-	-	-	-	1	1	-	-
SS ^{ublett}	2	2	2	3	-	-	1	1	1	-	1	2	2	1	-
Maya Angelou	-	-	1	2	2	1	-	1	1	-	-	-	1	1	-
SD ⁴²⁸	6	5	7	8	4	8	8	7	6	3	1	3	4	3	1

Table 7 **Students w/Other Health Impaired**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	1	2	3	3	3	3	3	3	1	1	2	2	1	-	1
BTW ^{ashington}	10	8	-	13	10	10	8	7	7	7	7	4	8	17	7
Glenclyffe	6	6	-	7	7	6	-	7	4	5	-	-	1	1	2
SS ^{ublett}	-	4	4	5	6	5	4	5	7	4	4	5	5	7	6
Maya Angelou	-	-	-	2	2	2	2	1	-	-	-	-	-	-	1
SD ⁴²⁸	17	20	7	30	28	26	17	23	19	17	13	11	15	25	17

Table 8 **Students w/Specific Learning Disability**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	9	8	8	11	10	9	9	6	4	5	5	7	11	7	6
BTW ^{ashington}	3	7	8	10	8	7	8	6	5	5	5	7	5	8	8
Glenclyffe	2	1	-	1	2	3	7	3	3	4	3	2	4	2	4
SS ^{ublett}	10	7	6	10	6	6	10	6	7	10	7	5	7	3	5
Maya Angelou	1	1	1	1	1	1	-	-	1	1	1	-	1	1	1
SD ⁴²⁸	25	24	23	33	27	26	34	21	20	25	21	21	28	21	24

Table 9 **Students w/Speech or Language Impairment**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
BTW ^{ashington}	-	-	7	2	8	-	-	-	-	-	-	-	-	-	-
Glenclyffe	-	-	7	-	2	-	3	-	-	-	-	-	-	-	-
SS ^{ublett}	-	-	1	-	6	1	1	-	1	1	-	-	-	-	-
Maya A ^{ngelou}	-	-	-	1	1	-	-	-	-	1	-	1	1	-	1
SD ⁴²⁸	0	0	15	3	27	1	4	0	1	2	0	1	1	1	2

Table 10 **Students w/Traumatic Brain Injury**

	2018-19 School Year												SY 19-20		
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT
Marshall	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BTW ^{ashington}	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Glenclyffe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SS ^{ublett}	1	1	1	1	1	1	1	1	-	-	-	-	-	-	-
Maya A ^{ngelou}	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SD ⁴²⁸	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0



Special Education Board of Education November 2019 Report

Data Summary

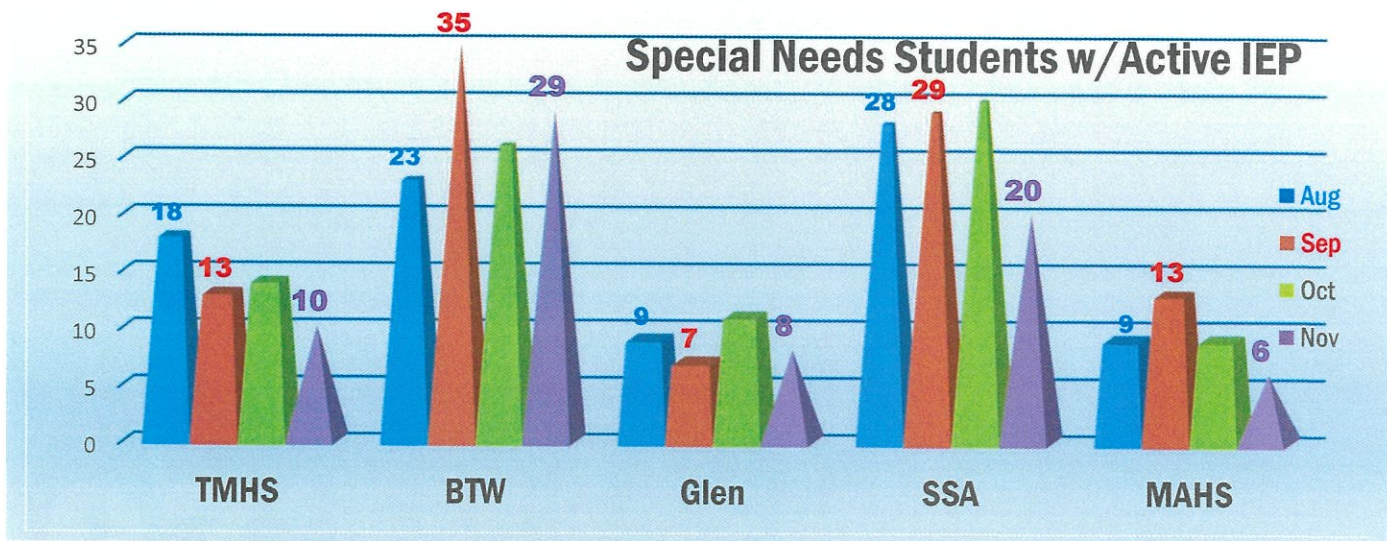
- There were eight Re-Evaluation referrals initiated. (2- WRN, 3 CHI, and 3 HSBG). This is twice as many referrals than realized in October 2019.
- 17 new students with Special Education entitlement were enrolled which is five fewer enrollments than last month. (3-PM, 2-WRN; 2 CHI, 4 STC, and 6 HSBG).
- The fourth month of the 2019-2020 school year has realized a Special Education enrollment total of 73 youths resulting in 17 fewer Special Education enrollments.
- One youth graduated with a diploma. (1- CHI)
- The breakdown of primary disabilities remains very similar to August 2019 with entitlements including Emotional Disabilities – 54%; Other Health Impaired – 21%; Specific Learning Disabilities – 22%; Intellectual Disabilities – 2%; and SLP - 0%.
- Four new Initial Evaluation Meetings were conducted because the youth had never been referred or the youth had previously revoked services. (1 – PM and 3- HRBG)
- 14 youth Annual/Re-Evaluation/IEP meetings were held with a total of 10 parent/guardians attending by phone and none in-person.
- Two youth AR meetings were canceled due to one youth vacating early and one transfer for a court date.
- Of the nine youths entering with AR/Re-Evaluations out-of-compliance and three youth becoming out of compliance while enrolled, five upcoming meetings were scheduled within a 30-day window, 5 youths between 31- 60 days and 2 youths after 60 days.
- The Director of Special Education visited two of the five school facilities. (Glenclyffe Academy and Booker T. Washington)

Activities Summary

- Dr. Georgette Lee, T. Marshall (CHI) Special Education Resource Coordinator, is proving SERC support to Maya Angelou Alt. School one day per week as the interim SERC while the open position is being posted.
- Dr. Dunbar and Dr. Bethel-Leitschuh participated in the Adjustment Committee Training held at the Springfield Concordia Campus and conducted by Dr. Marna Satlak and Mr. Rob Vickery. Mr. Vickery is providing a portion of the information to the SERCs and School Psychologists by videoconference in December.
- All the IDJJ School Staff attending the two-day All Staff Training was held in Springfield, IL at UIS. The topic was Trauma Informed Toolkit Development by Dr. David Fischer.
- Embrace IEP/Evaluation Training was provided to School Psychologists.

Special Needs Students w/ active IEP

	Aug	Sep	Oct	Nov
97				
T.Marshall	18	13	14	10
B.T.Washington	23	35	26	29
Glencliffe	9	7	11	8
S.Sublett	28	29	30	20
Angelou	9	13	9	6
SD428	87	97	90	73



NEW Students w/ active IEP

	Aug	Sep	Oct	Nov
17				
T. Marshall	3	4	5	2
B.T.Washington	6	12	6	6
Glencliffe	3	3	7	3
S.Sublett	5	7	5	4
Angelou	2	5	2	2
SD428	19	31	22	17

EXITING Students w/ active IEP

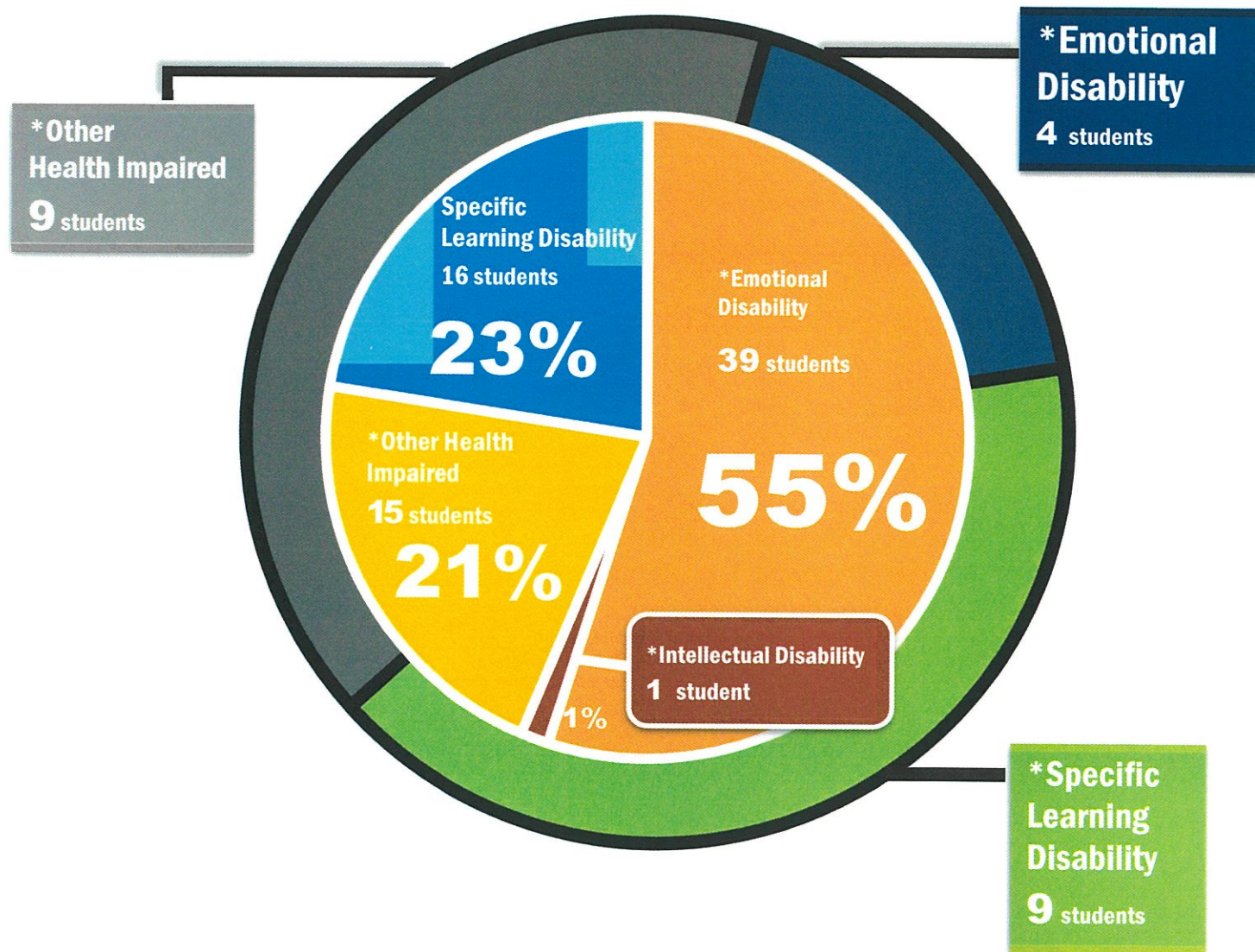
	Aug	Sep	Oct	Nov
27				
T. Marshall	2	9	4	5
B.T.Washington	3	8	8	13
Glencliffe	1	2	2	2
S.Sublett	8	4	7	1
Angelou	1	-	5	6
SD428	15	23	26	27

GRADUATING Students w/ active IEP

	Aug	Sep	Oct	Nov
1				
T.Marshall	1	-	-	1
B.T.Washington	-	-	-	-
Glencliffe	-	-	2	-
S.Sublett	-	2	2	-
Angelou	-	-	-	-
SD428	1	2	4	1



SD 428 ^{Primary}_{*Secondary} Disability Share



Students w/Emotional Disability



39

	AUG	SEP	OCT	NOV
TMHS	6	5	5	5
BTW	10	9	9	13
GCA	3	4	5	2
SSA	14	18	19	14
MAHS	6	5	6	5

Students w/Intellectual Disability



1

	AUG	SEP	OCT	NOV
TMHS	-	-	-	-
BTW	-	-	1	1
GCA	1	-	-	-
SSA	2	1	-	-
MAHS	1	1	-	-

Students w/Other Health Impaired



15

	AUG	SEP	OCT	NOV
TMHS	1	-	1	1
BTW	8	17	7	8
GCA	1	1	2	3
SSA	5	7	6	2
MAHS	-	-	1	1

Students w/Specific Learning Disability



16

	AUG	SEP	OCT	NOV
TMHS	11	7	6	4
BTW	5	8	8	5
GCA	4	2	1	3
SSA	7	3	5	4
MAHS	1	1	4	-

Students w/Speech or Language Impairment



0

	AUG	SEP	OCT	NOV
TMHS	-	1	1	-
BTW	-	-	-	-
GCA	-	-	-	-
SSA	-	-	-	-
MAHS	1	1	1	-

Students w/Traumatic Brain Injury (TBI)



0

	AUG	SEP	OCT	NOV
TMHS	-	-	-	-
BTW	-	-	-	-
GCA	-	-	-	-
SSA	-	-	-	-
MAHS	-	-	-	-

	SPED Students	NEW Students	EXITING Students
August	18	3	2
September	13	4	9
October	14	5	4
November	10	2	5

20

10

0

■ Total
■ New
■ Exiting

NOVEMBER

Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-	-		
Emotional	6	5	5	5		
Hearing	-	-	-	-		
Intellectual	-	-	-	-		
Other Health	1	-	1	1		
Specific Learning	11	7	6	4		
Speech or Language Impairment	-	1	1	-		
Traumatic Brain Injury	-	-	-	-		

Graduating Students w/IEP

August	1
September	0
October	0
November	1

Revocated Student(s)
Student(s) Records not received

Aug	0	0
Sep	0	0
Oct	0	1
Nov	0	0

15

10

5

0

AUGUST

SEPTEMBER

OCTOBER

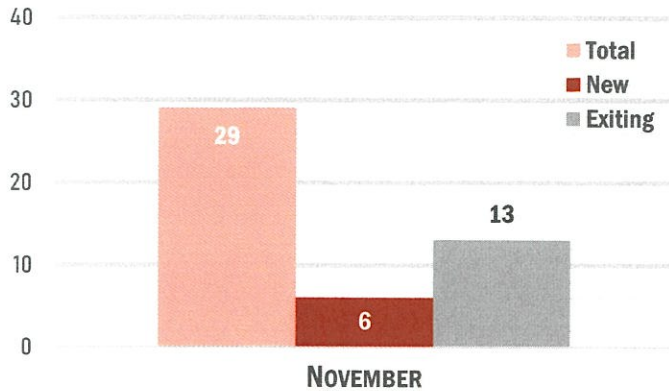
NOVEMBER

■ Emotional
■ Other Health
■ Specific Learning
■ Speech or Language Impairment

Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0	0		
Completed Re-Evaluations	0	0	0	0		
Completed Record Reviews	0	0	0	0		
IEP Review Meetings	0	1	0	0		
Annual Review Only	1	2	0	0		
Re-Evaluation & Recorded Review Meetings Only	0	0	0	2		
Combined Re-Evaluation & AR Meetings Only	1	0	0	0		
Parents who attended Meetings In-Person or (By Phone)	0(2)	0(2)	0	0(2)		
Canceled Meeting	0	1	3	0		
New/Students w/504 Plan	0	0	0	0		
EXITING/Students W/504 Plan	0	0	0	0		

	SPED Students	NEW Students	EXITING Students
August	23	6	3
September	35	12	8
October	26	6	8
November	29	6	13



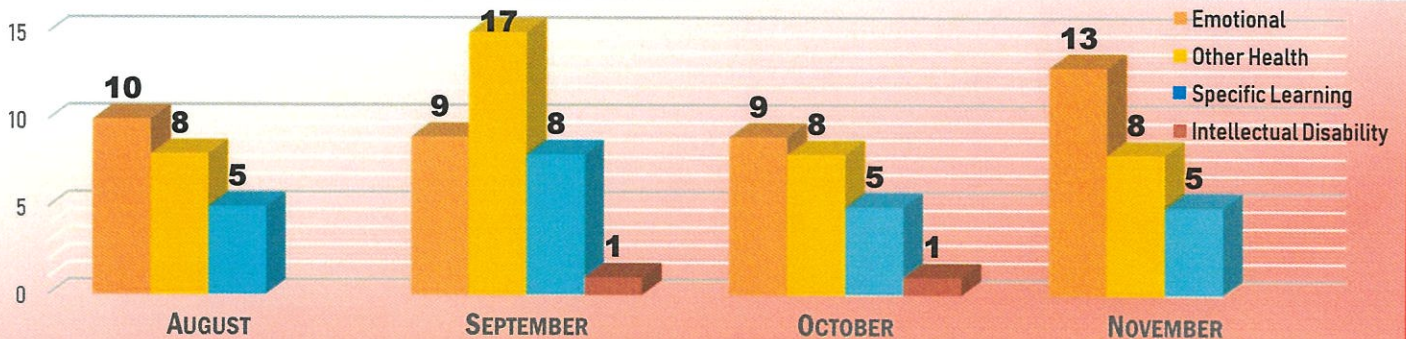
Graduating Students w/ IEP

August	0
September	0
October	0
November	0



Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-	-		
Emotional	10	9	9	13		
Hearing	-	-	-	-		
Intellectual	-	1	1	1		
Other Health	8	17	7	8		
Specific Learning	5	8	8	5		
Traumatic Brain Injury	-	-	-	-		

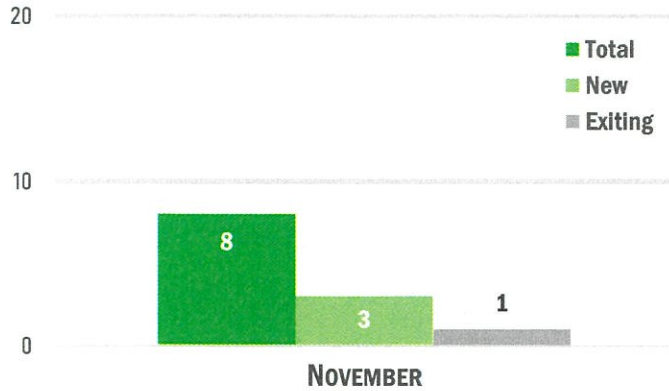


Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0	3		
Completed Re-Evaluations	0	0	0	0		
Completed Record Reviews	0	0	0	0		
IEP Review Meetings	4	0	0	0		
Annual Review Only	9	1	1	1		
Re-Evaluation & Recorded Review Meetings Only	0	0	0	0		
Combined Re-Evaluation & AR Meetings Only	2	2	2	3		
Parents who attended Meetings In person or (by phone)	1(8)	0(2)	0(2)	0(1)		
Canceled Meeting	1	0	0	0		
NEW Students w/504 Plan	0	0	0	0		
EXITING Students W/504 Plan	0	0	0	0		



	SPED Students	NEW Students	EXITING Students
August	9	3	1
September	7	3	2
October	11	4	2
November	8	3	2



Graduating Students w/ IEP

August	0
September	0
October	2
November	0

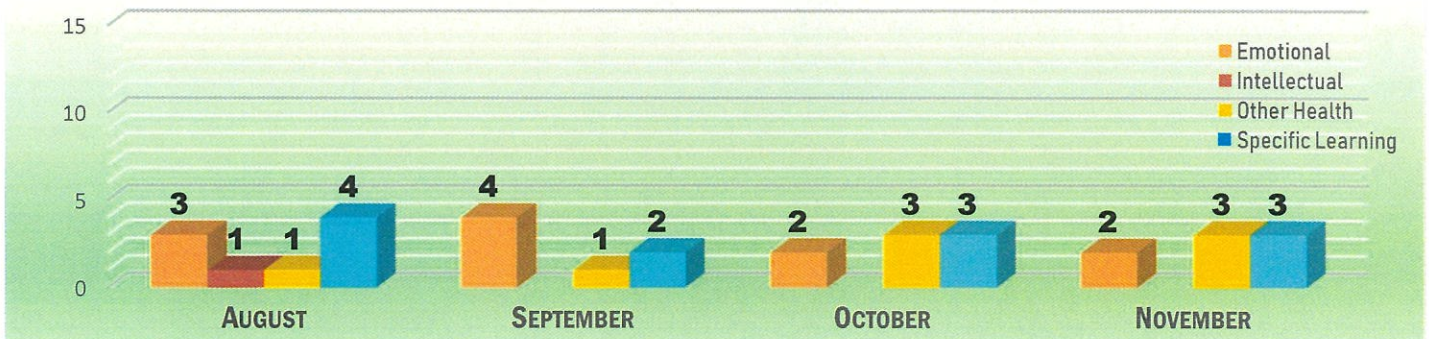
Revocated
Student(s)

Student(s)
Records
not received

Aug	2	0
Sep	0	0
Oct	0	0
Nov	0	0

Primary Disability Areas

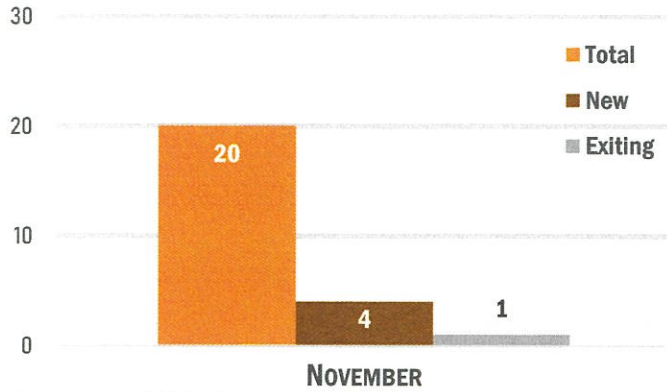
	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-	-	-	-
Emotional	3	4	-	2	-	-
Hearing	-	-	-	-	-	-
Intellectual	1	-	-	-	-	-
Other Health	1	1	-	3	-	-
Specific Learning	4	3	-	3	-	-
Traumatic Brain Injury	-	-	-	-	-	-



Psychological Evaluations

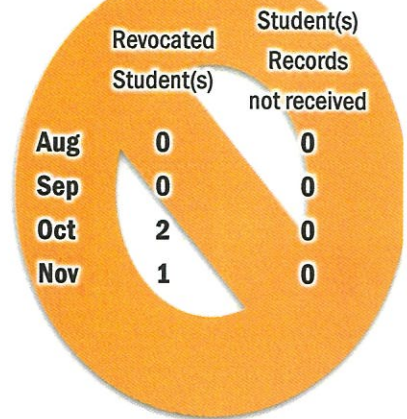
	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0	1	-	-
Completed Re-Evaluations	0	0	0	1	-	-
Completed Record Reviews	0	0	0	0	-	-
IEP Review Meetings	1	0	1	0	-	-
Annual Review Only	1	0	1	0	-	-
Re-Evaluation & Recorded Review Meetings Only	0	0	0	0	-	-
Combined Re-Evaluation & AR Meetings Only	0	0	0	2	-	-
Parents who attended Meetings In person or (by phone)	0	0	1(0)	0(2)	-	-
Canceled Meeting	1	1	0	1	-	-
New Students w/504 Plan	0	0	0	0	-	-
EXITING Students W/504 Plan	0	0	0	0	-	-

	SPED Students	NEW Students	EXITING Students
August	28	5	8
September	29	7	4
October	30	5	7
November	20	4	1



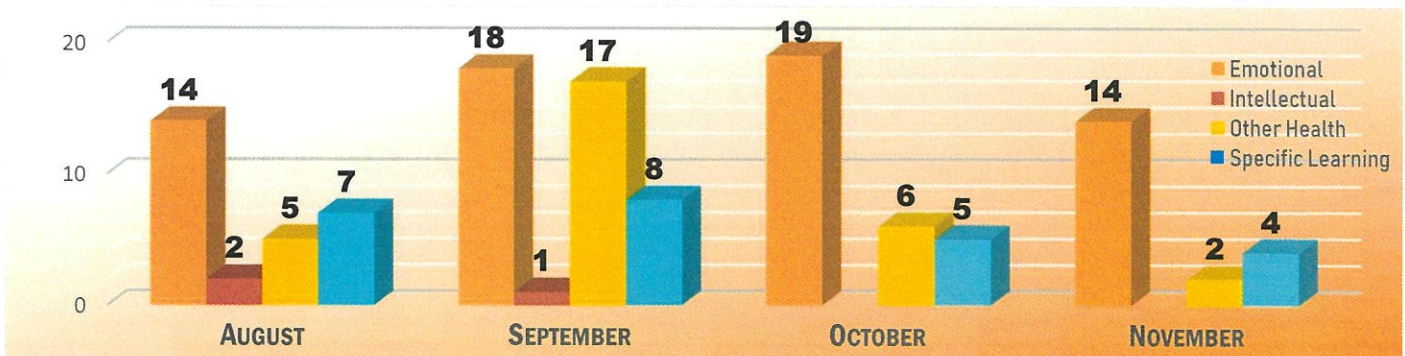
Graduating Students w/ IEP

August	0
September	0
October	2
November	0



Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-	-		
Emotional	14	18	19	14		
Hearing	-	-	-	-		
Intellectual	2	1	-	-		
Other Health	5	17	6	2		
Specific Learning	7	8	5	4		
Traumatic Brain Injury	-	-	-	-		

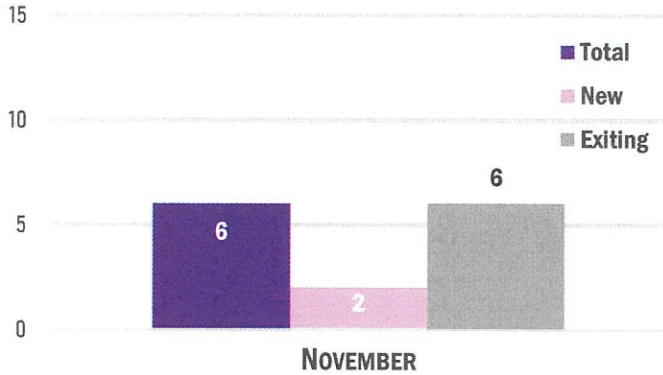


Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0	0		
Completed Re-Evaluations	0	0	1	1		
Completed Record Reviews	0	0	0	0		
IEP Review Meetings	0	0	1	2		
Annual Review Only	7	3	3	1		
Re-Evaluation & Recorded Review Meetings Only	0	0	0	0		
Combined Re-Evaluation & AR Meetings Only	0	0	0	1		
Parents who attended Meetings In person or (by phone)	1(4)	1(1)	0(3)	0(3)		
Canceled Meeting	0	0	2	1		
New/Students w/504 Plan	0	0	0	0		
EXITING/Students W/504 Plan	0	0	0	0		

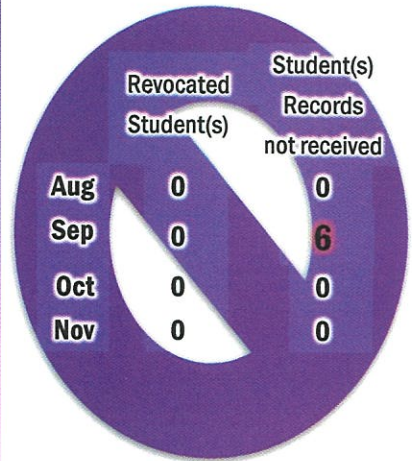


	SPED Students	NEW Students	EXITING Students
August	9	2	1
September	13	5	0
October	9	2	5
November	6	2	6



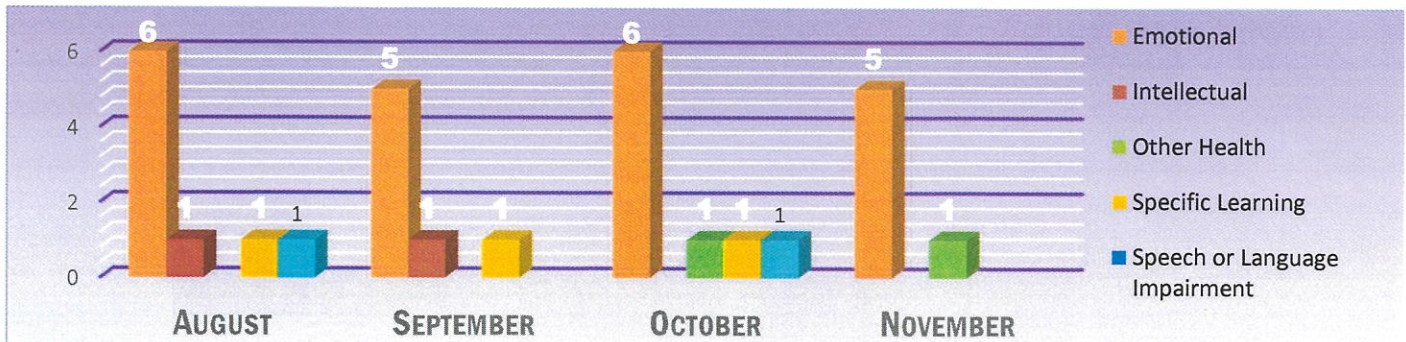
Graduating Students w/IEP

August	0
September	0
October	0
November	0



Primary Disability Areas

	Aug	Sep	Oct	Nov	Dec	Jan
Autism	-	-	-	-		
Emotional	6	5	6	5		
Hearing	-	-	-	-		
Intellectual	1	1	-	-		
Other Health	-	-	1	1		
Specific Learning	1	1	1	-		
Speech or Language Impairment	1	-	1	-		
Traumatic Brain Injury	-	-	-	-		



Psychological Evaluations

	Aug	Sep	Oct	Nov	Dec	Jan
Completed Initial Evaluations	0	0	0	0		
Completed Re-Evaluations	0	1	1	2		
Completed Record Reviews	0	0	0	0		
IEP Review Meetings	4	0	0	0		
Annual Review Only	0	0	0	0		
Re-Evaluation & Recorded Review Meetings Only	0	0	0	1		
Combined Re-Evaluation & AR Meetings Only	0	1	0	1		
Parents who attended Meetings In person or (by phone)	0(2)	0(1)	0(1)	0(2)		
Canceled Meeting	0	0	0	0		
New/Students w/504 Plan	0	1	0	0		
Exmg/Students W/504 Plan	0	0	0	0		

Table 1 **SPED Teachers**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	1	1	2	2	2	3	3	2	2	2	2	2	1	1	1	1
BTW ^{ashington}	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5
Glenclyffe	3	3	3	3	2	2	2	2	2	2	2	2	2	1	1	1
SS ^{ublett}	3	4	4	4	4	4	4	4	4	4	4	4	4	2	2	2
Maya A ^{ngelou}	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2
SD ⁴²⁸	12	13	13	15	15	15	16	15	15	15	15	15	14	11	11	11

Table 2 **Total Special Needs Students w/active IEP**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	19	18	19	28	27	26	25	24	19	16	14	18	18	13	14	10
BTW ^{ashington}	23	24	34	32	27	29	28	20	21	18	28	24	23	35	26	29
Glenclyffe	14	15	15	12	13	15	14	13	8	12	6	5	9	7	11	8
SS ^{ublett}	36	36	44	47	38	32	36	21	33	35	36	33	28	29	30	20
Maya A ^{ngelou}	11	10	15	12	10	9	5	7	6	9	7	7	9	13	9	6
SD ⁴²⁸	103	103	127	131	115	111	108	85	87	90	91	87	87	97	90	73

Table3 **Exiting Students w/active IEP**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	3	5	4	2	6	8	3	2	7	4	4	5	2	9	4	5
BTW ^{ashington}	3	14	6	5	11	10	8	13	3	6	3	6	3	8	8	13
Glenclyffe	1	5	7	6	6	4	3	4	2	2	1	-	1	2	2	2
SS ^{ublett}	12	12	5	10	4	6	4	4	13	8	9	10	8	4	7	1
Maya A ^{ngelou}	4	8	6	2	4	4	5	4	1	1	1	4	1	-	5	6
SD ⁴²⁸	23	44	28	25	31	32	23	27	26	21	18	25	15	23	26	27

Table 4 **Graduating Students w/active IEP**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	-	-	-	1	1	-	-	2	1	1	1	-	1	-	-	1
BTW ^{ashington}	1	1	1	1	-	2	-	-	-	-	-	-	-	-	-	-
Glenclyffe	1	2	-	-	-	-	-	1	-	3	-	-	-	-	2	-
SS ^{ublett}	-	-	2	-	-	1	-	1	1	3	-	1	-	2	2	-
Maya A ^{ngelou}	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SD ⁴²⁸	2	3	3	2	1	3	0	4	2	7	1	1	1	2	4	1

Table 5 **Students w/Emotional Disability**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	7	6	8	8	11	9	9	11	11	8	7	5	6	5	5	5
BTW ^{ashington}	10	8	8	7	2	10	10	6	8	5	10	9	10	9	9	13
Glencliffe	6	6	6	4	4	5	3	3	-	3	3	2	3	4	5	2
SS ^{ublett}	19	21	20	25	20	18	19	8	16	19	22	21	14	18	19	14
Maya Angelou	6	9	10	6	5	5	3	4	4	7	6	6	6	5	6	5
SD ⁴²⁸	48	50	52	50	42	47	44	32	39	42	48	43	39	41	44	39

Table 6 **Students w/Intellectual Disability**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	2	2	1	2	2	4	4	4	3	2	-	-	-	-	-	-
BTW ^{ashington}	2	1	1	1	1	2	2	1	1	1	-	-	-	1	1	-
Glencliffe	-	-	2	-	-	1	1	-	-	-	-	1	1	-	-	-
SS ^{ublett}	2	2	2	3	-	-	1	1	1	-	1	2	2	1	-	-
Maya Angelou	-	-	1	2	2	1	-	1	1	-	-	-	1	1	-	-
SD ⁴²⁸	6	5	7	8	4	8	8	7	6	3	1	3	4	3	1	0

Table 7 **Students w/Other Health Impaired**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	1	2	3	3	3	3	3	3	1	1	2	2	1	-	1	1
BTW ^{ashington}	10	8	-	13	10	10	8	7	7	7	7	4	8	17	7	8
Glencliffe	6	6	-	7	7	6	-	7	4	5	-	-	1	1	2	3
SS ^{ublett}	-	4	4	5	6	5	4	5	7	4	4	5	5	7	6	2
Maya Angelou	-	-	-	2	2	2	2	1	-	-	-	-	-	-	1	1
SD ⁴²⁸	17	20	7	30	28	26	17	23	19	17	13	11	15	25	17	15

Table 8 **Students w/Specific Learning Disability**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	9	8	8	11	10	9	9	6	4	5	5	7	11	7	6	4
BTW ^{ashington}	3	7	8	10	8	7	8	6	5	5	5	7	5	8	8	5
Glencliffe	2	1	-	1	2	3	7	3	3	4	3	2	4	2	4	3
SS ^{ublett}	10	7	6	10	6	6	10	6	7	10	7	5	7	3	5	4
Maya Angelou	1	1	1	1	1	1	-	-	1	1	1	-	1	1	1	-
SD ⁴²⁸	25	24	23	33	27	26	34	21	20	25	21	21	28	21	24	16

Table 9 **Students w/Speech or Language Impairment**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-
BTW ^{ashington}	-	-	7	2	8	-	-	-	-	-	-	-	-	-	-	-
Glenclyffe	-	-	7	-	2	-	3	-	-	-	-	-	-	-	-	-
SS ^{ublett}	-	-	1	-	6	1	1	-	1	1	-	-	-	-	-	-
Maya Angelou	-	-	-	1	1	-	-	-	-	1	-	1	1	-	1	-
SD ⁴²⁸	0	0	15	3	27	1	4	0	1	2	0	1	1	1	2	0

Table 10 **Students w/Traumatic Brain Injury**

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BTW ^{ashington}	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Glenclyffe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SS ^{ublett}	1	1	1	1	1	1	1	1	-	-	-	-	-	-	-	-
Maya Angelou	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SD ⁴²⁸	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0

5.7 November and December 2019 Principal Data & Education Reports

Monthly
REPORT



SCHOOL DISTRICT 428

NOVEMBER 2019

Prepared by
LAURENCE ROPER

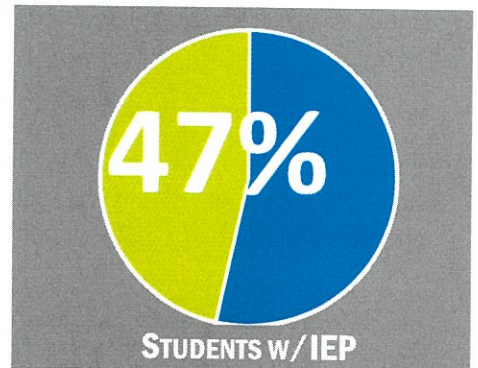
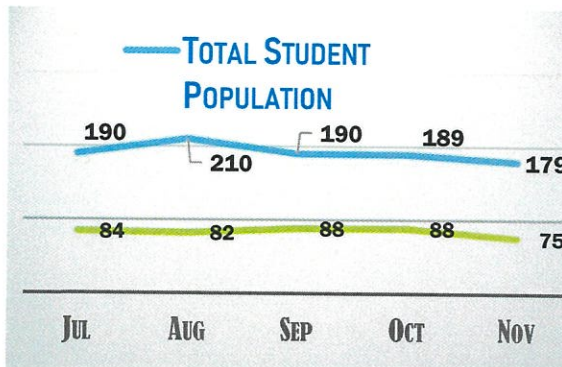
ENROLLMENT DATA



	STUDENTS	SPED Students	TEACHERS	SPED Teachers
BOOKER T WASHINGTON	73	33	17	5
THURGOOD MARSHALL	35	11	7	1
MAYA ANGELOU	26	7	5	1
SAMUEL SUBLETT	25	18	7	2
GLENCLIFFE ACADEMY	20	5	6	1

179

TOTAL STUDENTS



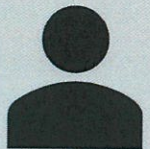
42

EDUCATORS



75

SPED STUDENTS



10

SPED TEACHERS



49

NEW STUDENTS



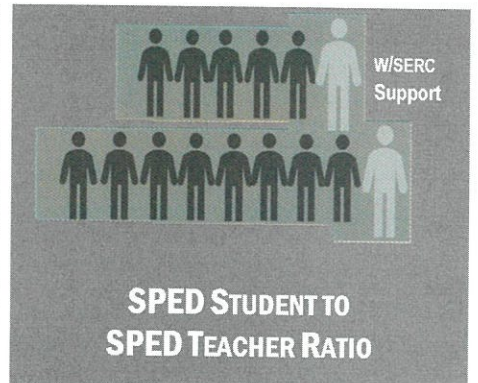
5

HS GRADUATES

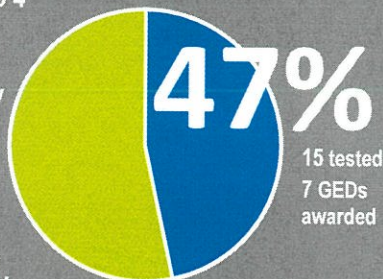


7

GED Recipients



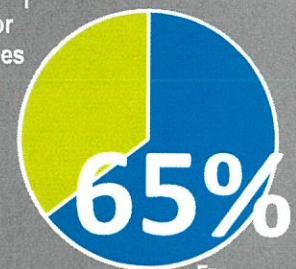
GED split into 4 sections + PL195 exam. Students may have successfully completed parts of test during month and not rec'vd certificate



GED SUCCESS RATE

20 [approved]
educator
vacancies

8 Sublett
Teacher
vacancies



FULL
OPERATING
CAPACITY

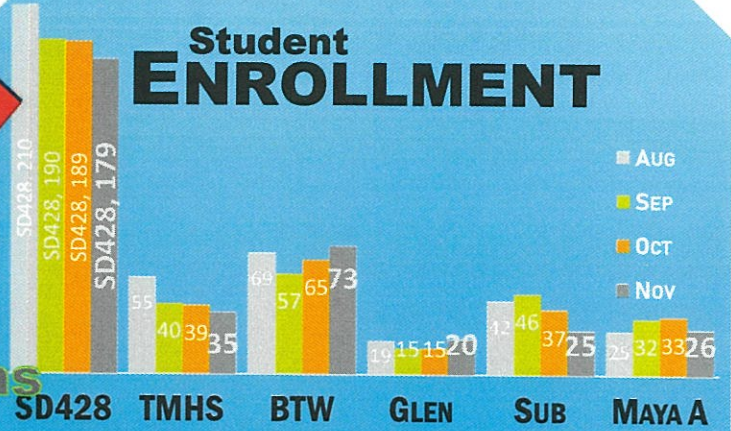
Student MOVEMENT

Exits*
54 Total



* (1) Students released from DJJ facility and/or (2) completed high school/GED requirements

Student ENROLLMENT



Student Enrollment

	Aug	Sep	Oct	Nov
Marshall	55	40	39	35
Washington	69	57	65	73
Glenclyffe	19	15	15	20
Sublett	42	46	37	25
Angelou	25	32	33	26
SD428	210	190	189	179

SPED Enrollment

	Aug	Sep	Oct	Nov
Marshall	18	13	14	11
Washington	28	33	35	33
Glenclyffe	7	6	5	11
Sublett	21	24	18	13
Angelou	8	12	16	11
SD428	82	88	88	75

Courses Completed on Connexus

	AUG	SEP	OCT	NOV
Marshall	23	16	12	23
Washington	89	84	53	35
Glenclyffe	50	62	52	28
Sublett	9	14	53	30
Angelou	13	8	6	4
SD428	184	184	176	120

Educators Employed GenEd | SPED | Change

	Aug			Sep			Oct			Nov			Dec		
Marshall	6	1		6	1		6	1		6	1				
Washington	12	5	-1	12	5		12	5		12	5				
Glenclyffe	5	2		5	1	-1	5	1		5	1				
Sublett	6	4		5	2	-3	6	2	+1	5	2	-1			
Angelou	4	1		4	1		4	1		4	1				
SD428	33	13	-1	32	10	-4	33	10	+1	32	10	-1			

SUMMARY

According to the RJ Consent Decree, DJJ is required to have one GENERAL EDUCATION teacher for every 10 GEN Ed students in a classroom. The same consent decree set the SPECIAL EDUCATION student to SPED teacher ratio at six to one. At the end of November 2019, the fourth month of the school year, SCHOOL DISTRICT #428 averaged one GEN Ed teacher for every five general education students. For every special education certified staff member employed by the district, there were just 5 students requiring SPED services. District#428, meets both the general education and SPED classroom coverage requirements for the ninth month in a row. All five schools within SCHOOL DISTRICT 428 have satisfactory SPED teacher to student ratios this month.

(cont'd pg. 5)

Percentage OF STUDENTS requiring SPED Services					
	AUG	SEP	OCT	NOV	DEC
TM	32.7	32.5	35.9	31.4	
BTW	40.6	57.9	53.8	45.2	
Glen	36.8	40.0	33.3	55.0	
SSublett	50.0	52.2	48.6	52.0	
Maya A	32.0	37.5	48.5	26.9	
SD428	39.0	46.3	46.6	41.9	

General Ed Student to Teacher Ratio

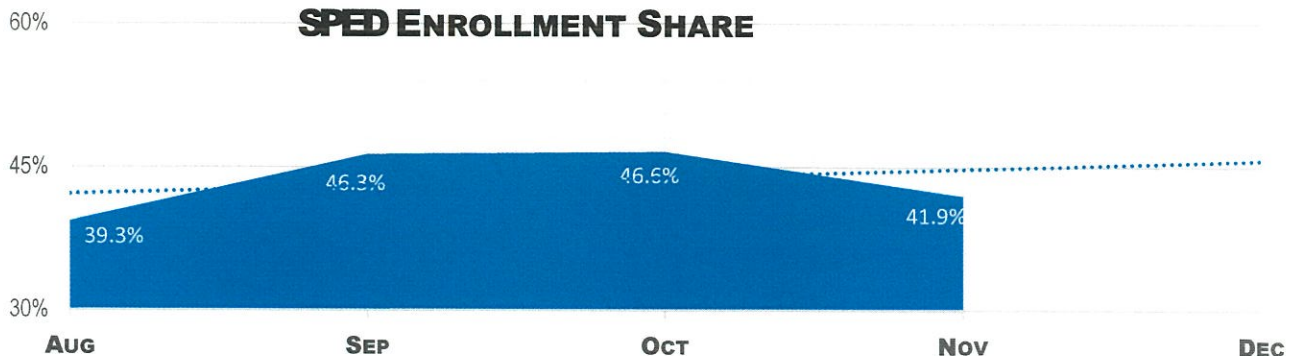
	Aug	Sep	Oct	Nov	Dec
Marshall	7.9	5.7	5.6	5.8	
Washington	5.8	4.8	5.4	6.1	
Glenclyffe	3.8	3.0	3.0	4.0	
Sublett	7.0	9.2	6.2	2.4	
Angelou	5.0	6.4	6.6	4.8	
SD428	6.0	5.6	5.4	5.0	

STUDENTS REQUIRING SPED SERVICES TO SPED TEACHERS W/SERC SUPPORT

	AUG	SEP	OCT	NOV	DEC
MARSHALL	9.0	6.5	7.0	5.5	
WASHINGTON	5.6	5.5	5.8	5.5	
GLENCLIFFE	3.5	6.0	2.5	5.5	
SUBLETT	5.3	8.0	6.0	4.3	
ANGELOU	4.0	4.0	5.3	3.5	
SD428	5.5	5.9	5.5	5.0	

STUDENTS REQUIRING SPED SERVICES TO SPED TEACHERS

	AUG	SEP	OCT	NOV	DEC
MARSHALL	18.0	13.0	14.0	11.0	
WASHINGTON	5.6	6.6	7.0	6.6	
GLENCLIFFE	3.5	6.0	5.0	11.0	
SUBLETT	5.3	12.0	9.0	6.5	
ANGELOU	4.0	6.0	8.0	7.0	
SD428	5.9	8.0	8.0	7.5	



GRADUATION DATA



HS Diplomas Awarded

	Aug	Sep	Oct	Nov
Marshall	-	-	-	1
Washington	7	3	3	1
Glencliffe	-	1	2	1
Sublett	2	2	5	2
Angelou	-	-	-	-
SD428	9	6	10	5

GED's Earned

	Aug	Sep	Oct	Nov
Marshall	3	-	1	1
Washington	2	2	1	3
Glencliffe	-	-	-	-
Sublett	4	-	-	1
Angelou	1	-	-	2
SD428	10	2	2	7

Elementary School Grads

	Aug	Sep	Oct	Nov
Marshall	-	-	-	1
Washington	1	-	1	-
Glencliffe	-	-	-	-
Sublett	-	-	-	1
Angelou	-	-	-	-
SD428	1	0	3	2

SUMMARY (cont'd)

Coverage compliance standards are being met with increased classroom support provided by Special Education Resource Coordinators (SERCs). It is impractical to expect SERCS to maintain this level of service going forward considering the demands and responsibilities of the SPED coordinator. Without SERCs providing backup, the district would be markedly out of compliance at 7.5 students to every teacher. Sam Sublett is now in compliance for the 6 of the last seven months. This after being out of compliance for over two years. The school faces real challenges regarding educator recruitment. School District 428's plan is to continue addressing all staffing ratio challenges through evolving, aggressive recruitment & selection of qualified staff.

24 COLLEGE STUDENTS

LAKE LAND
COLLEGE

 College of DuPage

 **LEWIS & CLARK**
COMMUNITY COLLEGE

Students enrolled in College | *STUDENTS EARNING COLLEGE CREDIT(S)*

		AUG		SEP		OCT		NOV		DEC		JAN	
LakeLand College	BTW ^{WASHINGTON}	14	10	14	9	15	10	11	6				
	SUBLETT	4	4	6	1	10	0	8	4				
Lewis & Clark CC	GLENCLIFFE	-	-	-	-	-	-	-	-				
College of DuPage	MAYA A	-	-	1	0	1	0	5	5				
School District 428		18	14	21	10	25	10	24	15				

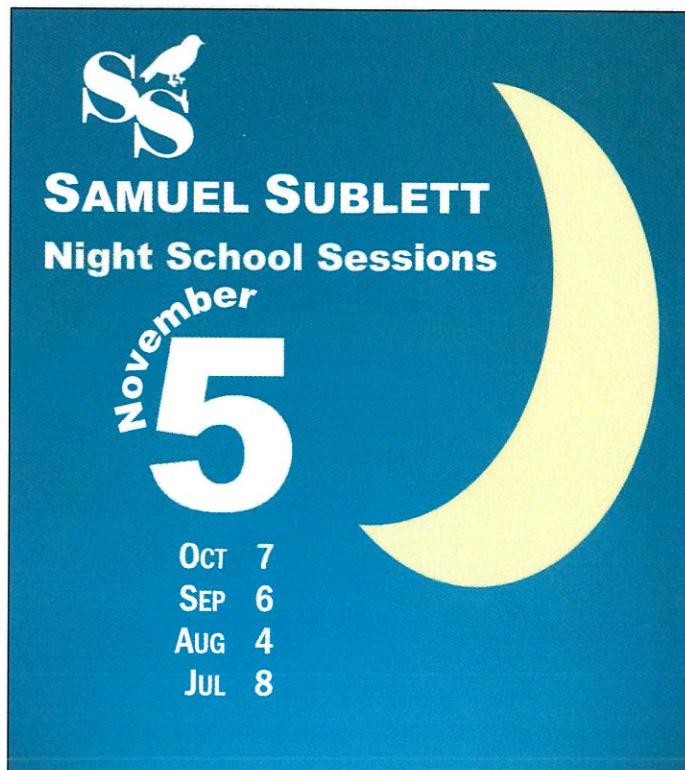
Students enrolled in Post-Secondary Vocational Programming | *COMPLETED PROGRAMMING*

		AUG		SEP		OCT		NOV		DEC		JAN	
MARSHALL		-	-	-	-	-	-	-	-				
WASHINGTON	Horticulture	7	0	7	0	7	0	6	1				
	Custodial	7	0	7	0	8	3	4	-				
	Culinary*	-	-	-	-	-	-	1	-				
GLENCLIFFE	Drafting AutoCAD	15	0	15	0	10	0	15	0				
SUBLETT	Horticulture	-	-	-	-	-	-	-	-				
	Custodial	4	0	6	0	7	0	7	0				
MAYA A		-	-	-	-	-	-	-					
SD428		33	0	35	0	32	3	33	1				

Cancelled or Disrupted School Days PERCENT OF SCHEDULE									
	AUG		SEP		OCT		NOV		DEC
MARSHALL	-	-	-	-	-	-	-	-	
BTW	-	-	-	-	-	-	-	-	
GLENCLIFFE	-	-	-	-	-	-	-	-	
SUBLETT	1	5%	-	-	-	-	-	-	
MAYA A	-	-	1	5%	1	5%	-	-	
SD428	1	1%	1	1%	1	1%	0	0%	

During School Year 2017-18, the five institutions within SD428 had 232 disruptions or cancellations to the instructional day, across five schools. The overwhelming majority, 91%, of those interruptions to the school

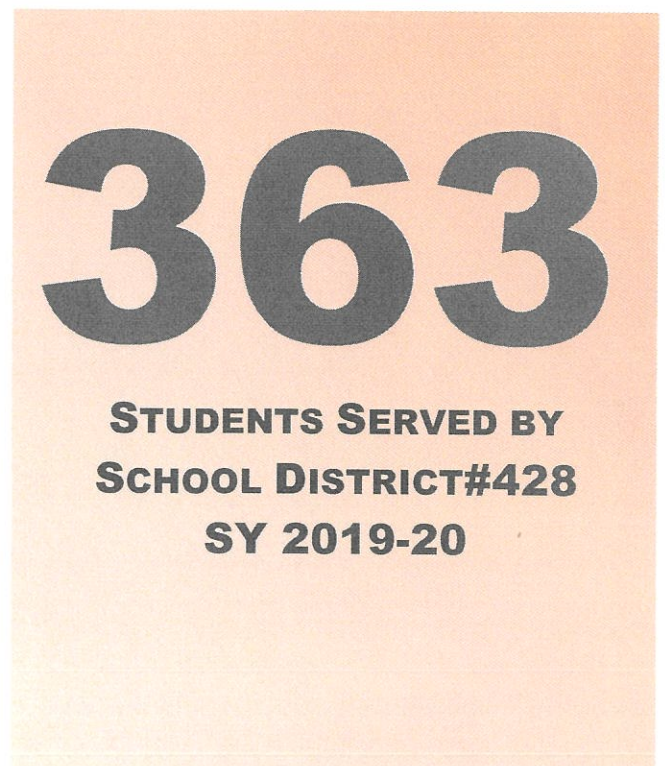
day happened at Sublett. The number was cut by more than half, 104, during the 18-19 school year. Sam Sublett accounted for 96% of those cancellations/disruptions to the instructional day. Since January of this year, however, SD428 has had a total of 8 interruptions to the school day. Down 3000% and 1400% from the same stretch of months (Jan-Sept) in 2017 and 2018, respectively. Previously, the number of cancelled/disrupted school days was extreme. The dramatic turnaround is predictive of even fewer instances of school day interruptions in the future.



SAMUEL SUBLETT
Night School Sessions

November
5

OCT 7
SEP 6
AUG 4
JUL 8



363

**STUDENTS SERVED BY
SCHOOL DISTRICT#428
SY 2019-20**

Table 1 Student Enrollment

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	53	36	52	48	43	48	53	50	50	46	52	55	55	40	39	35
BTW ^{ashington}	84	77	82	73	75	67	69	54	58	58	64	58	69	57	65	73
Glenclyffe	23	26	23	21	21	29	27	25	16	11	11	15	19	15	15	20
SS ^{ublett}	72	61	53	71	62	59	64	72	59	54	49	40	42	46	37	25
Maya Angelou	31	26	28	28	22	21	26	23	22	23	25	22	25	32	33	26
SD ²⁸	263	226	238	241	223	224	239	224	205	192	201	190	210	190	189	179

Table 2 Teachers Employed

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	7	8	7	9	9	10	10	9	9	9	9	8	7	7	7	7
BTW ^{ashington}	16	16	16	18	18	18	18	18	18	18	18	18	17	17	17	17
Glenclyffe	8	8	8	8	7	7	7	7	7	7	7	7	7	6	6	6
SS ^{ublett}	8	9	8	9	9	10	10	10	10	10	10	10	10	7	8	7
Maya Angelou	6	6	6	6	6	7	8	8	8	8	7	7	5	5	5	5
SD ²⁸	45	47	45	50	49	52	53	52	52	52	51	50	46	42	43	42

Table 3 SPED Student Enrollment

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	19	18	21	24	27	18	26	24	20	20	14	18	18	13	14	11
BTW ^{ashington}	23	28	35	32	28	24	33	21	30	23	28	33	28	33	35	33
Glenclyffe	13	15	14	12	12	12	12	10	6	5	2	5	7	6	5	11
SS ^{ublett}	41	36	34	42	40	31	30	35	30	24	23	21	21	24	18	13
Maya Angelou	14	13	13	15	12	11	10	5	6	7	7	7	8	12	16	7
SD ²⁸	110	110	116	125	119	96	111	95	92	79	74	84	82	88	88	75

Table 4 SPED Teachers

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	1	1	2	2	2	3	3	2	2	2	2	2	1	1	1	1
BTW ^{ashington}	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5
Glenclyffe	3	3	3	3	2	2	2	2	2	2	2	2	2	1	1	1
SS ^{ublett}	3	4	4	4	4	4	4	4	4	4	4	4	4	2	2	2
Maya Angelou	1	1	1	1	1	1	2	2	2	2	2	2	1	1	1	1
SD ²⁸	12	13	13	15	15	15	16	15	15	15	15	15	13	10	10	10

Table 5 Percentage of SPED Enrollment (%)

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	36	50	39	50	63	38	46	48	40	44	27	33	33	33	36	31
BTW ^{ashington}	27	36	43	44	37	36	48	39	52	40	44	57	41	58	54	45
Glenclyffe	57	58	61	57	57	41	44	40	38	46	18	33	37	40	33	55
SS ^{ublett}	57	59	64	59	65	53	47	49	51	44	47	53	50	52	49	52
Maya Angelou	45	50	46	54	55	52	39	22	27	30	28	32	32	38	49	27
SD ²⁸	42	49	49	52	53	43	46	42	45	41	37	44	39	46	47	42

Table 6 GenED Student to GenED Teacher Ratio

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	6	3	6	3	2	4	4	4	4	4	5	5	5	4	4	6
BTW ^{ashington}	5	4	4	3	4	3	3	3	2	2	3	2	3	2	3	6
Glenclyffe	2	2	2	2	2	5	3	4	3	1	2	3	2	3	2	4
SS ^{ublett}	6	5	5	6	4	5	6	6	5	5	4	3	4	4	4	2
Maya Angelou	3	3	3	3	2	2	3	3	3	3	4	3	3	4	3	5
SD ²⁸	5	3	4	3	3	4	4	4	3	3	4	3	4	3	3	5

Table 7 SPED Student to SPED Teacher Ratio

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	19	18	11	12	14	6	9	8*	7*	7*	5*	9*	9*	7*	7*	6*
BTW ^{ashington}	6	7	9	6	6	5	7	4	6	5	6	7	6	6	6*	6*
Glenclyffe	4	5	5	4	6	6	6	3	3	3	1	3	4	6	3	6*
SS ^{ublett}	14	9	9	11	10	8	8	7	8	6	6	5	5	8*	6*	4*
Maya Angelou	14	13	13	15	12	11	5	3	3	4	4	4	4	4*	5*	4*
SD ²⁸	16	9	9	8	9	6	7	5	6	5	5	6	6	6*	6*	5*

*Push-in, Pull-out Services provided by school site's SPED Coordinator

Table 8 Courses Completed in OEE

	2018-19 School Year												SY 19-20			
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall	15	15		6	15	19	18	27	16	7	25	25	23	16	12	23
BTW ^{ashington}	128	62		72	56	97	54	63	44	40	43	68	89	84	53	35
Glenclyffe	59	59		46	40	44	46	55	56	30	29	19	50	62	52	28
SS ^{ublett}	14	10		9	7	8	10	12	18	23	9	8	9	14	53	30
Maya Angelou	7	11		19	9	18	13	15	20	16	20	13	13	8	6	4
SD ²⁸	223	157		152	127	186	141	172	154	116	126	133	184	184	176	120

Table 9 HS Diplomas Awarded		2018-19 School Year												SY 19-20			
		AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall		1	2	-	-	-	-	2	3	2	-	2	-	-	-	-	1
BTW ^{ashington}		3	5	3	1	1	7	1	2	2	2	1	-	7	3	3	1
Glenclyffe		3	2	2	-	-	4	-	3	2	4	2	-	-	1	2	1
SS ^{ublett}		-	1	4	1	1	1	2	2	2	4	-	2	2	2	5	2
Maya Angelou		-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
SD ⁴²⁸		7	10	9	3	2	12	5	10	8	10	7	2	9	6	10	5

Table10 GEDs Awarded		2018-19 School Year												SY 19-20			
		AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall		-	1	-	-	-	2	-	1	-	1	2	1	3	-	1	1
BTW ^{ashington}		1	3	1	4	-	-	2	3	2	4	1	-	2	2	3	3
Glenclyffe		1	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-
SS ^{ublett}		-	2	2	2	2	2	3	3	-	1	1	1	4	-	-	1
Maya Angelou		2	-	-	-	-	-	-	-	-	1	2	-	1	-	-	2
SD ⁴²⁸		4	7	2	3	6	2	4	5	7	2	7	7	10	2	4	7

Table 11 8 th Grade Awarded		2018-19 School Year												SY 19-20			
		AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall		-	-	-	1	1	-	-	1	-	-	-	-	-	-	-	1
BTW ^{ashington}		-	-	1	-	1	-	-	-	-	1	-	-	1	-	1	-
Glenclyffe		1	1	1	1	-	1	-	-	-	-	-	-	-	-	-	-
SS ^{ublett}		1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Maya Angelou		-	-	-	1	-	-	-	-	-	4	4	-	-	-	-	-
SD ⁴²⁸		2	2	2	3	2	1	0	1	0	5	4	0	1	0	1	2

Table 12 Cancelled or Disrupted School Days		2018-19 School Year												SY 19-20			
		AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
Marshall		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BTW ^{ashington}		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Glenclyffe		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SS ^{ublett}		23	17	19	18	14	9	-	-	-	-	-	-	1	-	-	-
Maya Angelou		-	-	-	-	-	-	-	-	-	-	1	3	-	1	1	-
SD ⁴²⁸		23	17	19	18	14	9	0	0	0	0	1	3	1	1	1	0

Monthly
REPORT

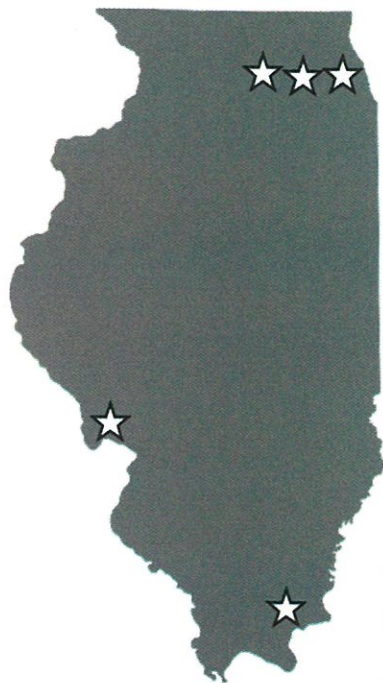


SCHOOL DISTRICT 428

DECEMBER 2019

Prepared by
LAURENCE ROPER

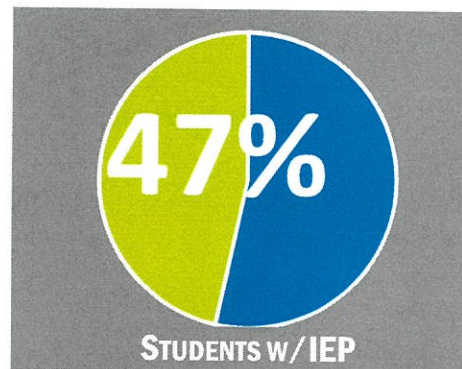
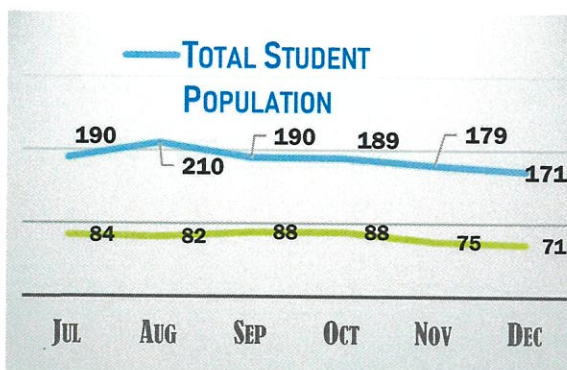
ENROLLMENT DATA



	STUDENTS	SPED Students	TEACHERS	SPED Teachers
BOOKER T WASHINGTON	62	29	17	5
THURGOOD MARSHALL	35	13	7	1
MAYA ANGELOU	25	4	5	1
SAMUEL SUBLETT	25	13	7	2
GLENCLIFFE ACADEMY	24	12	6	1

171

TOTAL STUDENTS



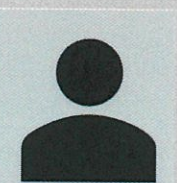
42

EDUCATORS



71

SPED STUDENTS



10

SPED TEACHERS



39

NEW STUDENTS



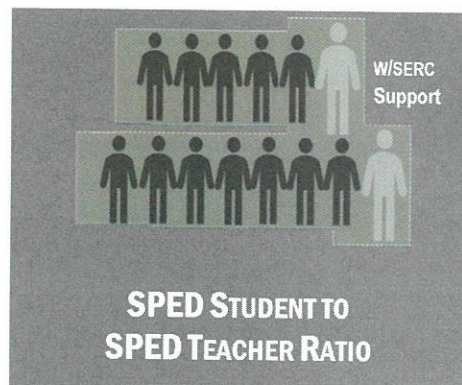
6

HS GRADUATES

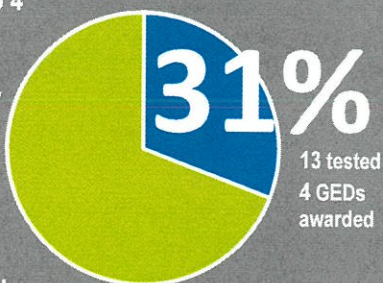


4

GED Recipients



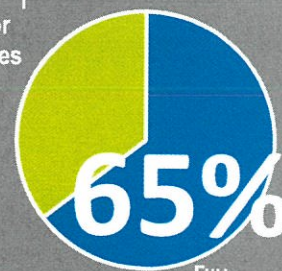
GED split into 4 sections + PL195 exam. Students may have successfully completed parts of test during month and not rec'd certificate



GED SUCCESS RATE

23 [approved]
educator
vacancies

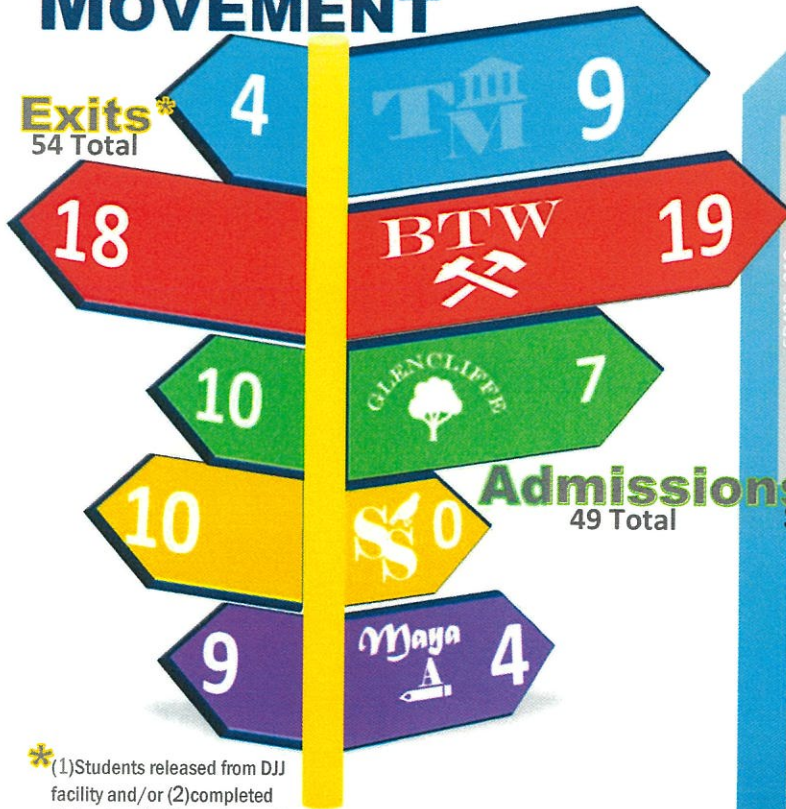
8 Sublett
Teacher
vacancies



FULL
OPERATING
EDUCATOR • CAPACITY

Student MOVEMENT

Exits*
54 Total

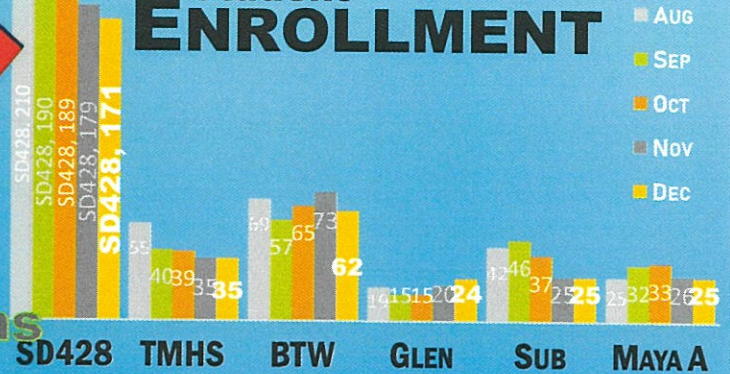


* (1) Students released from DJJ facility and/or (2) completed high school/GED requirements

Courses Completed on Connexus

	AUG	SEP	OCT	NOV	DEC
Marshall	23	16	12	23	10
Washington	89	84	53	35	36
Glenclyffe	50	62	52	28	33
Sublett	9	14	53	30	30
Angelou	13	8	6	4	7
SD428	184	184	176	120	116

Student ENROLLMENT



Student Enrollment

	Aug	Sep	Oct	Nov	Dec
Marshall	55	40	39	35	35
Washington	69	57	65	73	62
Glenclyffe	19	15	15	20	24
Sublett	42	46	37	25	25
Angelou	25	32	33	26	25
SD428	210	190	189	179	171

SPED Enrollment

	Aug	Sep	Oct	Nov	Dec
Marshall	18	13	14	11	13
Washington	28	33	35	33	29
Glenclyffe	7	6	5	11	12
Sublett	21	24	18	13	13
Angelou	8	12	16	11	4
SD428	82	88	88	75	71

Educators Employed GenEd | SPED | Change

	Aug			Sep			Oct			Nov			Dec		
Marshall	6	1		6	1		6	1		6	1		6	1	
Washington	12	5	-1	12	5		12	5		12	5		12	5	
Glenclyffe	5	2		5	1	-1	5	1		5	1		5	1	
Sublett	6	4		5	2	-3	6	2	+1	5	2	-1	5	2	
Angelou	4	1		4	1		4	1		4	1		4	1	
SD428	33	13	-1	32	10	-4	33	10	+1	32	10	-1	32	10	

SUMMARY

According to the RJ Consent Decree, DJJ is required to have one GENERAL EDUCATION teacher for every 10 students inside a Gen Ed classroom. The same consent decree set the SPECIAL EDUCATION student to SPED teacher ratio at six to one. At the end of December 2019, the fifth month of the school year, SCHOOL DISTRICT #428 averaged one GEN ED teacher for every five students receiving general education classroom time. For every special education certified staff member employed by the district, there were just under 5 students requiring SPED services. District#428, meets both the general education and SPED classroom coverage requirements for the ninth month in a row. All five schools within SCHOOL DISTRICT 428 have satisfactory SPED teacher to student ratios this month. *(cont'd pg. 5)*

Percentage OF STUDENTS requiring SPED Services

	AUG	SEP	OCT	NOV	DEC
TM	32.7	32.5	35.9	31.4	37.1
BTW	40.6	57.9	53.8	45.2	46.8
Glen	36.8	40.0	33.3	55.0	50.0
SSublett	50.0	52.2	48.6	52.0	52.0
Maya A	32.0	37.5	48.5	26.9	16.0
SD428	39.0	46.3	46.6	41.9	41.5

General Ed Student to Teacher Ratio

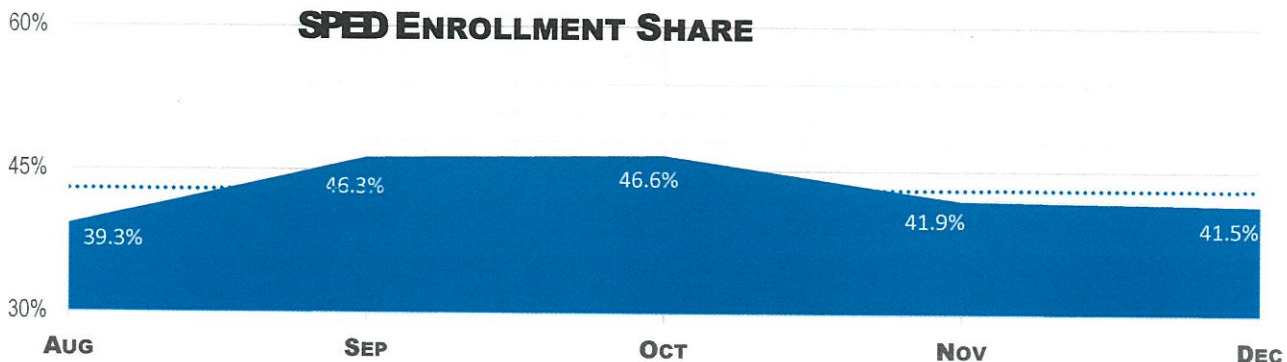
	Aug	Sep	Oct	Nov	Dec
Marshall	7.9	5.7	5.6	5.8	5.8
Washington	5.8	4.8	5.4	6.1	5.2
Glencliffe	3.8	3.0	3.0	4.0	4.8
Sublett	7.0	9.2	6.2	2.4	5.0
Angelou	5.0	6.4	6.6	4.8	6.3
SD428	6.0	5.6	5.4	5.0	5.3

STUDENTS REQUIRING SPED SERVICES TO SPED TEACHERS
W/ SERC SUPPORT

	AUG	SEP	OCT	NOV	DEC
MARSHALL	9.0	6.5	7.0	5.5	6.5
WASHINGTON	5.6	5.5	5.8	5.5	4.8
GLENCLIFFE	3.5	6.0	2.5	5.5	6.0
SUBLETT	5.3	8.0	6.0	4.3	4.3
ANGELOU	4.0	4.0	5.3	3.5	2.0
SD428	5.5	5.9	5.5	5.0	4.7

STUDENTS REQUIRING SPED SERVICES TO
SPED TEACHERS

	AUG	SEP	OCT	NOV	DEC
MARSHALL	18.0	13.0	14.0	11.0	13.0
WASHINGTON	5.6	6.6	7.0	6.6	5.8
GLENCLIFFE	3.5	6.0	5.0	11.0	12.0
SUBLETT	5.3	12.0	9.0	6.5	6.5
ANGELOU	4.0	6.0	8.0	7.0	4.0
SD428	5.9	8.0	8.0	7.5	7.1



GRADUATION DATA



HS Diplomas Awarded

	Aug	Sep	Oct	Nov	Dec
Marshall	-	-	-	1	2
Washington	7	3	3	1	2
Glenclyffe	-	1	2	1	-
Sublett	2	2	5	2	3
Angelou	-	-	-	-	-
SD428	9	6	10	5	7

GED's Earned

	Aug	Sep	Oct	Nov	Dec
Marshall	3	-	1	1	1
Washington	2	2	1	3	2
Glenclyffe	-	-	-	-	-
Sublett	4	-	-	1	1
Angelou	1	-	-	2	-
SD428	10	2	2	7	4

Elementary School Grads

	Aug	Sep	Oct	Nov	Dec
Marshall	-	-	-	1	-
Washington	1	-	1	-	-
Glenclyffe	-	-	-	-	-
Sublett	-	-	-	1	-
Angelou	-	-	-	-	1
SD428	1	0	3	2	1

SUMMARY (cont'd)

Coverage compliance standards are being met with increased classroom support provided by Special Education Resource Coordinators (SERCs). It is impractical to expect SERCs to maintain this level of service going forward considering the demands and responsibilities of the SPED coordinator. Without SERCs providing backup, the district would be markedly out of compliance at 7.1 students to every teacher. By pooling resources Sam Sublett is in compliance for 7 of the last eight months. This after being out of compliance for over two years. The school faces real challenges regarding educator recruitment. School District 428's plan is to continue addressing all staffing ratio challenges through evolving, aggressive recruitment & selection of qualified staff.

19 COLLEGE STUDENTS

LAKE LAND
COLLEGE

 College of DuPage

 LEWIS & CLARK
COMMUNITY COLLEGE

Students enrolled in College | *STUDENTS EARNING COLLEGE CREDIT(S)*

		AUG		SEP		OCT		NOV		DEC		JAN	
LakeLand College	BTW ^{WASHINGTON}	14	10	14	9	15	10	11	6	13	1		
	SUBLETT	4	4	6	1	10	0	8	4	5	5		
Lewis & Clark CC	GLENCLIFFE	-	-	-	-	-	-	-	-	-	-		
College of DuPage	MAYA A	-	-	1	0	1	0	5	5	1	-		
School District 428		18	14	21	10	25	10	24	15	19	6		

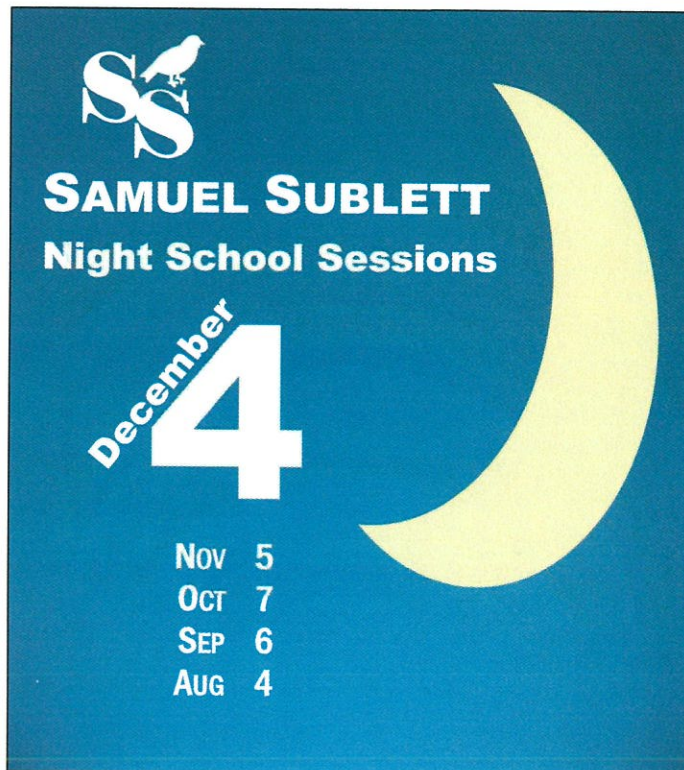
Students enrolled in Post-Secondary Vocational Programming | *COMPLETED PROGRAMMING*

		AUG		SEP		OCT		NOV		DEC		JAN	
MARSHALL		-	-	-	-	-	-	-	-	-	-		
WASHINGTON	Horticulture	7	0	7	0	7	0	6	1	4	-		
	Custodial	7	0	7	0	8	3	4	-	6	-		
	Culinary*	-	-	-	-	-	-	1	-	3	-		
GLENCLIFFE	Drafting AutoCAD	15	0	15	0	10	0	15	0	12	-		
SUBLETT	Horticulture	-	-	-	-	-	-	-	-	-	-		
	Custodial	4	0	6	0	7	0	7	0	5	-		
MAYA A		-	-	-	-	-	-	-		-	-		
SD428		33	0	35	0	32	3	33	1	30	0		

Cancelled or Disrupted School Days <i>PERCENT OF SCHEDULE</i>										
	AUG		SEP		OCT		NOV		DEC	
MARSHALL	-	-	-	-	-	-	-	-	-	-
BTW	-	-	-	-	-	-	-	-	-	-
GLENCLIFFE	-	-	-	-	-	-	-	-	-	-
SUBLETT	1	5%	-	-	-	-	-	-	-	-
MAYA A	-	-	1	5%	1	5%	-	-	-	-
SD428	1	1%	1	1%	1	1%	0	0%	0	0%

During School Year 2017-18, the five institutions within SD428 had 232 disruptions or cancellations to the instructional day, across five schools. The overwhelming majority, 91%, of those interruptions to the school

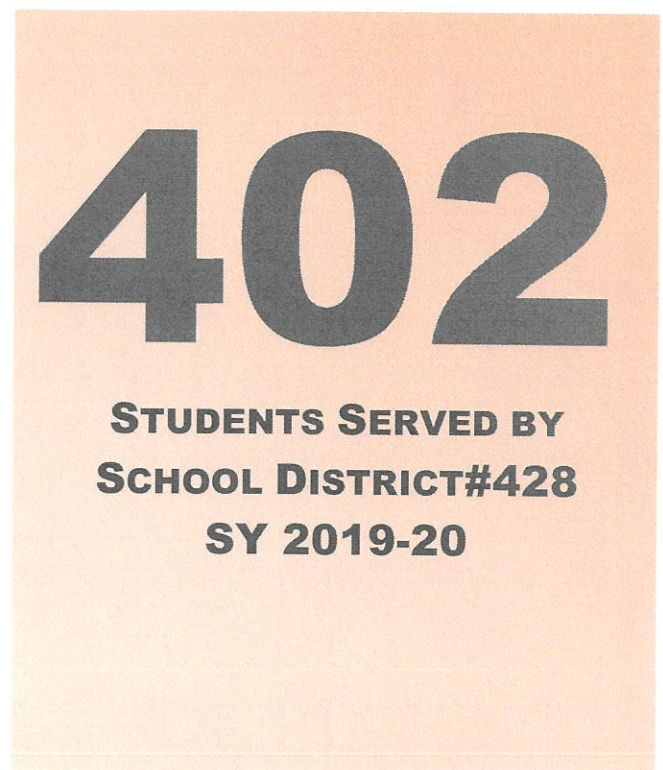
day happened at Sublett. The number was cut by more than half, 104, during the 18-19 school year. Sam Sublett accounted for 96% of those cancellations/disruptions to the instructional day. Since January of this year, however, SD428 has had a total of 8 interruptions to the school day. Down 3000% and 1400% from the same stretch of months (Jan-Sept) in 2017 and 2018, respectively. Previously, the number of cancelled/disrupted school days was extreme. The dramatic turnaround is predictive of even fewer instances of school day interruptions in the future.



SAMUEL SUBLETT
Night School Sessions

December **4**

NOV 5
OCT 7
SEP 6
AUG 4



402

**STUDENTS SERVED BY
SCHOOL DISTRICT#428
SY 2019-20**

Table 1**Student Enrollment**

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	55	40	39	35	35
BTW ^{ashington}	69	57	65	73	62
Glenclyffe	19	15	15	20	24
SS ^{ublett}	42	46	37	25	25
Maya Angelou	25	32	33	26	25
SD428	210	190	189	179	171

Table 2**Teachers Employed**

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	7	7	7	7	7
BTW ^{ashington}	17	17	17	17	17
Glenclyffe	7	6	6	6	6
SS ^{ublett}	10	7	8	7	7
Maya Angelou	5	5	5	5	5
SD428	46	42	43	42	42

Table 3**SPED Student Enrollment**

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	18	13	14	11	13
BTW ^{ashington}	28	33	35	33	29
Glenclyffe	7	6	5	11	12
SS ^{ublett}	21	24	18	13	13
Maya Angelou	8	12	16	7	4
SD428	82	88	88	75	71

Table 4**SPED Teachers**

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	1	1	1	1	1
BTW ^{ashington}	5	5	5	5	5
Glenclyffe	2	1	1	1	1
SS ^{ublett}	4	2	2	2	2
Maya Angelou	1	1	1	1	1
SD428	13	10	10	10	10

Table 5 Percentage of SPED Enrollment (%)

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	33	33	36	31	37
BTW ^{ashington}	41	58	54	45	47
Glenclyffe	37	40	33	55	50
SS ^{ublett}	50	52	49	52	52
Maya A ^{ngelou}	32	38	49	27	16
SD ⁴²⁸	39	46	47	42	42

Table 6 GenED Student to GenED Teacher Ratio

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	5	4	4	6	6
BTW ^{ashington}	3	2	3	6	5
Glenclyffe	2	3	2	4	5
SS ^{ublett}	4	4	4	2	5
Maya A ^{ngelou}	3	4	3	5	6
SD ⁴²⁸	4	3	3	5	5

Table 7 SPED Student to SPED Teacher Ratio

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	9*	7*	7*	6*	7*
BTW ^{ashington}	6	6	6*	6*	5*
Glenclyffe	4	6	3	6*	6*
SS ^{ublett}	5	8*	6*	4*	4*
Maya A ^{ngelou}	4	4*	5*	4*	2*
SD ⁴²⁸	6	6*	6*	5*	5*

*Push-in, Pull-out Services provided by school site's SPED Coordinator

Table 8 Courses Completed in OEE

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	23	16	12	23	10
BTW ^{ashington}	89	84	53	35	36
Glenclyffe	50	62	52	28	33
SS ^{ublett}	9	14	53	30	30
Maya A ^{ngelou}	13	8	6	4	7
SD ⁴²⁸	184	184	176	120	116

Table 9**HS Diplomas Awarded**

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	-	-	-	1	2
BTW ^{ashington}	7	3	3	1	2
Glenclyffe	-	1	2	1	-
SS ^{ublett}	2	2	5	2	2
Maya Angelou	-	-	-	-	-
SD428	9	6	10	5	6

Table10**GEDs Awarded**

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	3	-	1	1	1
BTW ^{ashington}	2	2	3	3	2
Glenclyffe	-	-	-	-	-
SS ^{ublett}	4	-	-	1	1
Maya Angelou	1	-	-	2	-
SD428	10	2	4	7	4

Table 11**8th Grade Awarded**

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	-	-	-	1	-
BTW ^{ashington}	1	-	1	-	-
Glenclyffe	-	-	-	-	-
SS ^{ublett}	-	-	-	1	1
Maya Angelou	-	-	-	-	-
SD428	1	0	1	2	1

Table 12**Cancelled or Disrupted School Days**

	SY 19-20				
	AUG	SEP	OCT	NOV	DEC
Marshall	-	-	-	-	-
BTW ^{ashington}	-	-	-	-	-
Glenclyffe	-	-	-	-	-
SS ^{ublett}	1	-	-	-	-
Maya Angelou	-	1	1	-	-
SD428	1	1	1	0	0

5.8 CTE Update

**Illinois Department of Juvenile Justice
Board of Education**

Date: January 17, 2020	Subject: CTE Update
Initiated by: Mr. Ricardo D. Johnson Career and Technical Director	Attachments: <ul style="list-style-type: none">• Lake Land College Updates
Reviewed by: Director Heidi Mueller Superintendent Sophia Jones-Redmond	

BACKGROUND INFORMATION:

This program was directed under the Consent Decree to establish Educational Services - Youth with a diploma or General Equivalent Diploma (GED). The remedial plan shall ensure during school hours, for youth at all IYCs who have a high school diploma or a GED, regardless of their status or security classification, adequate constructive, supervised programming reasonably directed towards rehabilitation, such as vocational education and post-secondary education, to ensure that such youth are not idle. The Department of Juvenile Justice – School District #428 is in partnership with:

- Lake Land College, which offers the following vocational opportunities at our St. Charles facility: Custodial Maintenance, Horticulture, and Construction and Culinary Arts, Horticulture, and Custodial Maintenance at our Harrisburg facility. The purpose of this partnership is to provide post-secondary vocational education opportunities to our youth. The partnership offers vocational educational programs which will result in the issuance of college and dual credit, which are transferrable academic credits. Industry-recognized vocational certifications can be earned through enrollment and participation in the above Lake Land College programs.
- The Center for Educational Excellence in Alternative Settings (CEEAS) since May 2015. CEEAS is not a post-secondary or vocational program, but their program assists juvenile justice agencies and their education partners on how to implement transformational student-focused practices designed to significantly improve the life changes of the students they serve. IYC Chicago has been receiving services with CEEAS for the last 2 years.
- Lewis and Clark Community College began providing educational opportunities to our youth in June 2017. IYC Pere Marquette/Glencliffe Academy Alternative High School partners with Lewis and Clark Community College to work towards youth development and building futures. Several graduated youth already take traditional college courses and other youth on the GED track attend Lewis and Clark. This program bridges GED preparation and lays the groundwork for traditional college

courses with Apprenticeship Certificate Training. During the course of the GED program, the youth also receives training to learn skills that get them ready for immediate employment in areas of green construction and leadership development.

- On October 8, 2018, the College of DuPage (COD) began an 8-week cohort program at IYC Warrenville targeted for 8 participating youth, of which five were high school students. The program consists of classroom instruction at both the College of DuPage and onsite at IYC Warrenville in a mobile unit specifically reserved for the COD dual enrollment program. Through this partnership, high school youth have an opportunity to earn 5 college credits and ½ credit on their high school transcript per 8-week session. For the inaugural Fall 2018 session, five high school students earned both college credit and high school for their enrollment and successful completion of the first 8-week cohort program. The earned dual enrollment credit will be reported on each youth's School District #428 transcript in the Dual Enrollment/College of DuPage section with credit reported for each COD course successfully completed.
- A memorandum of understanding (MOU) was executed with Data Foundation Inc. to sponsor both a Cosmetology program at IYC Warrenville and a Barber program at IYC Chicago through Larry's Barber and Beauty College and Larry's Barber College, respectively. Larry's Barber and Beauty College and Larry's Barber College are both owned and operated by nationally renowned entrepreneur Mr. Larry Roberts. These programs will be initially targeted to graduate students. The Cosmetology and Barber programs will start during FY20, each with a soft opening followed by a grand opening service two-three months after each program starts with instruction and clinical activities.

CURRENT CONSIDERATION:

I submit for review and consideration the following updates related to the career and technical education (CTE) section of the Illinois Department of Juvenile Justice – School District #428.

- As per Section 134 of the reauthorized Perkins V Act, our School District must complete a Local Comprehensive Needs Assessment, which includes a description of career and technical education (CTE) programs offered to the youth we serve and a consultation with a diverse body of stakeholders, including but not limited to, students, CTE educators and other school-related staff, principals and other school administrators, representatives from our post-secondary vocational education partnerships, etc. The first activity of our Comprehensive Local Needs Assessment is participation in a brief survey, which takes a few minutes to complete. The second component is to establish a Consultation, or a committee, of key stakeholders described above. Effective FY21, in compliance with the requirements of the reauthorized Perkins V Act, all IDJJ youth will receive career and technical education (CTE) training. The Illinois State Board of Education is planning to transition Illinois Department of Juvenile Justice – School District #428 into Perkins funding.

- Mr. Larry Roberts' Barber program at IYC Chicago/Thurgood Marshall Alternative High School and Cosmetology program at IYC Warrenville/Maya Angelou Alternative High School are scheduled to start the week of January 13, 2020. The Barber program will start with an initial enrollment of 12 youth. The Cosmetology program will start with an initial enrollment of 5 youth with one on the waiting list.
- The Illinois State Board of Education authorizes the recruitment of candidates with at least an associate degree and 2,000 work hours of industry experience to obtain a provisional CTE Educator license to teach grades 9-12 within an ISBE-approved program of study. Dr. Sophia Jones-Redmond, as Superintendent of Schools, has approved the provisional CTE licensure of a candidate with 31 years of experience in the hair and beauty care industry, with plans to fill a CTE Educator vacancy at Thurgood Marshall Alternative High School. Recruitment for a second provisional CTE Educator for Maya Angelou Alternative High School continues.

FINANCIAL CONSIDERATION:

There are no financial considerations at this time.

RECOMMENDED ACTION:

The administration respectfully requests the Board of Education to accept the informational report as presented.

- ☐ Approval
- ☒ Information
- ☒ Discussion

BOARD ACTION: _____,

6.0 BOARD DISCUSSION ITEMS

7.0 ADJOURNMENT

IYC Harrisburg – Lake Land College Update

11/1/19 – 11/30/19



- **Custodial Technician: Enrollment Summary**
 - **Total Enrollment 11/1/19 - 11/30/19 - 4 students served (including 1 Dual-Credit student)**
 - Two students earned college credit hours.
 - Four students- progressing through the *Custodial Technician Certificate Program*.
- **Culinary Arts: Enrollment Summary** (Maximum number of students at any given time is four due to limited kitchen/prep areas)
 - **Total Enrollment 11/1/19 – 11/30/19 - 1 student served**

The Culinary Arts Program resumed on 11/18/19 with 1 student due to limited kitchen availability and Thanksgiving Holidays.

Two additional students will begin the Culinary Arts Program on 12/2/19.
- **Horticulture: Enrollment Summary**
 - **Total Enrollment 11/1/19 – 11/30/19 - 6 students served (including 1 Dual-Credit student)**
 - Four students earned college credit hours.
 - Five students- progressing through the *Fundamentals of Horticulture Certificate Program*.
 - One student earned the *Fundamentals of Horticulture Certificate*.

Recap of Lake Land College Programs- IYC/Harrisburg

Total Enrollment with Lake Land College at IYC-Harrisburg during November 2019 was 11 students.

Enrollment may fluctuate throughout the month due to the following; transfer, parole, suspension, termination, writ or a student choosing to drop college programming.

The Associate Dean with Lake Land College continues to meet regularly with potential students promoting the opportunity with Lake Land College and emphasizing the prospect for a positive transition into their communities.

IYC Harrisburg – Lake Land College Update

12/1/19 – 12/31/19



- **Custodial Technician: Enrollment Summary**
 - Total Enrollment 12/1/19 - 12/31/19 - 6 students served (including 1 Dual-Credit student)
 - One student earned college credit hours.
 - Six students- progressing through the *Custodial Technician Certificate Program*.
- **Culinary Arts: Enrollment Summary**
(Maximum number of students at any given time is four due to limited kitchen/prep areas)
 - Total Enrollment 12/1/19 – 12/31/19 3 students served
 - Three students- progressing through the *Culinary Arts I Certificate Program*.
- **Horticulture: Enrollment Summary**
 - Total Enrollment 12/1/19 – 12/31/19 - 4 students served
 - Four students- progressing through the *Fundamentals of Horticulture Certificate Program*.
- **Academic Night Class- Technical Math (2 Credit Hours): Enrollment Summary**
 - Total Enrollment 12/1/19 – 12/31/19 4 students (enrolled only)

The first Academic Course offered at Harrisburg will begin Tuesday evening January 14th.

Recap of Lake Land College Programs- IYC/Harrisburg

Total Enrollment with Lake Land College at IYC-Harrisburg during December 2019 was 13 students.

Enrollment may fluctuate throughout the month due to the following; transfer, parole, suspension, termination, writ or a student choosing to drop college programming.

The Associate Dean with Lake Land College continues to meet regularly with potential students promoting the opportunity with Lake Land College and emphasizing the prospect for a positive transition into their communities.

Overview of Certificate Programs at IYC-Harrisburg

FUNDAMENTALS OF HORTICULTURE CERTIFICATE

The **Fundamentals of Horticulture Certificate** is designed for participants to receive entry level training that prepares them to confidently enter the growing Horticulture industry. This certificate teaches practical skills and industry standards for landscapers, nursery workers, and greenhouse operators.

1 st Semester	Semester Hours
ATO-040 Vocational-Technical Math	3.0
HRT-040 Introduction to Horticulture Science	4.0
HRT-041 Soil, Media and Fertility	4.0
HRT-042 Integrated Pest Management	4.0
Total	15.0
Certificate Total	15.0

HORTICULTURE PRODUCTION CERTIFICATE

The **Horticulture Production Certificate** is designed for participants who have completed the **Fundamentals of Horticulture Certificate**. Emphasis is placed on production skills in ornamental, food crops, and landscaping required for a horticulture professional to advance in the field.

2 nd Semester	Semester Hours
HRT-043 Ornamental Plant Production	4.0
HRT-044 Turf and Grounds Management	4.0
HRT-047 Plant Identification and Usage	4.0
HRT-048 Landscape Design and Construction	4.0
HRT-050 Food Crop Production	3.0
Total	19.0
Certificate Total	19.0

CUSTODIAL TECHNICIAN CERTIFICATE

The **Custodial Technician** program is designed to provide students with hands-on skills in the area of maintenance. Students will learn to shampoo carpets, strip, scrub and wax floors, wash walls and windows, write a resume and procedures to start a small custodial business.

1 st Semester	Semester Hours
ATO-040 Vocational-Technical Math	3.0
CSM-065 Introduction to Custodial Services	3.0
CSM-066 General Cleaning Practices	3.0
CSM-067 Hard Floor Care	4.0
CSM-068 Carpet and Upholstery Care	3.0
Total	16.0
Certificate Total	16.0

CULINARY ARTS I CERTIFICATE

The **Culinary Arts I Certificate** is designed for participants to received entry level training that prepares them to confidently enter the growing food industry. This certificate teaches practical skills and industry standards for food prep workers, cooks and servers.

1st Semester	Semester Hours
ATO-040 Vocational-Technical Math	3.0
FSS-040 Intro to Culinary Professionals	4.0
FSS-041 Sanitation and Safety (National Restaurant Association) (ServSafe Food Handlers Course/Certification)	3.0
FSS-051 Culinary Fundamentals	4.0
Total	14.0
Certificate Total	14.0

CULINARY ARTS II CERTIFICATE

The **Culinary Arts II Certificate** is designed for participants who have completed **Culinary Arts I Certificate**. Emphasis is placed on technical skills in cooking and baking required for a culinary professional to advance in the field.

2nd Semester	Semester Hours
FSS-045 Meat, Poultry, and Fish Prep	4.0
FSS-050 Baking I	3.0
FSS-043 Baking II	4.0
FSS-047 Food Presentation	2.0
FSS-052 Specialty Foods	3.0
Total	16.0
Certificate Total	16.0

IYC St. Charles – Lake Land College Update

11/1/19 - 11/30/19



- **Custodial Technician: Enrollment Summary**

- **Total Enrollment 11/1/19 - 11/30/19 - 7 students**

As of 11-30-2019, we have one dual credit student and six graduate students in the custodial classes.

- **Construction Occupations: Enrollment Summary**

- **Total Enrollment 11/1/19 - 11/30/19 - 0 students**

We have offered the position to a candidate and are processing his background check.

- **Horticulture: Enrollment Summary**

- **Total Enrollment 10/1/19 - 10/31/19 - 0 students**

We have interviews for the Horticulture Occupations Instructor Position scheduled for December 6, 2019

- **Business Communications (English)**

- **Total Enrollment 11/1/19 - 11/30/19 - 1 student**

We have started an eight-week business communications course. Students completing the coursework will earn 3.0 hours of college credit. Our enrollment includes one graduate student.

IYC St. Charles – Lake Land College Update

12/1/19 - 12/31/19



- **Custodial Technician: Enrollment Summary**

- **Total Enrollment 12/1/19 - 12/31/19 - 7 students**

As of 12-31-2019, we have four graduate students in the custodial classes.

- **Construction Occupations: Enrollment Summary**

- **Total Enrollment 12/1/19 - 12/31/19 - 0 students**

Our construction candidate has accepted the position.

- **Horticulture: Enrollment Summary**

- **Total Enrollment 12/1/19 - 12/31/19 - 0 students**

Our Horticulture candidate has accepted the position.

- **Business Communications (English)**

- **Total Enrollment 12/1/19 - 12/31/19 - 1 student**

We completed an eight-week business communications course. We had one student who complete the 8 weeks (15 sessions) and will earn 3.0 hours of college credit.

Overview of Certificate Programs at IYC-St. Charles

CUSTODIAL TECHNICIAN CERTIFICATE

The Custodial Technician program is designed to provide students with hands-on skills in the area of maintenance. Students will learn to shampoo carpets, strip, scrub and wax floors, wash walls and windows, write a resume and procedures to start a small custodial business.

FIRST YEAR

First Semester Hours:

• CSM-065 Intro to Custodial Services	3.0
• CSM-066 General Cleaning Practices	3.0
• CSM-067 Hard Floor Care	4.0
• CSM-068 Carpet and Upholstery Care	3.0
• ATO-040 Vocational-Technical Math	3.0
• SEMESTER TOTALS	16.0
TOTAL PROGRAM HOURS	16.0

FUNDAMENTALS OF HORTICULTURE CERTIFICATE

The Fundamentals of Horticulture certificate is designed for participants to receive entry level training that prepares them to confidently enter the growing Horticulture industry. This certificate teaches practical skills and industry standards for landscapers, nursery workers, and greenhouse operators.

First Semester Hours:

• HRT-040 Intro to Horticulture Science	4.0
• ATO-040 Vocational-Technical Math	3.0
• HRT-041 Soil, Media and Fertility	4.0
• HRT-042 Integrated Pest Management	4.0
• SEMESTER TOTALS	15.0
TOTAL PROGRAM HOURS	15.0

Second Semester Hours:

• HRT043 Ornamental Plant Production	4.0
• HRT044 Turf and Grounds Management	4.0
• HRT047 Plant Identification and Usage	4.0
• HRT 048 Landscape Design and Construction	4.0
• HRT050 Food Crop Production	3.0
• Semester Total	19.0
• Certificate Total	34.0

Construction Occupations Certificate I

The Construction Occupations I certificate is designed for participants to develop competencies needed for entry level employment in construction or building maintenance fields, or as preparation for continuing education in construction technology.

1st Semester Hrs.	
ATO040 Vocational Technical Math	3.0
COC051 Introduction to Construction Occupations	4.0
COC052 Blueprint Reading	4.0
COC054 Basic Carpentry I	4.0
Total	15.0

Construction Occupations Certificate II

The Construction Occupations II certificate allows students who have completed the Construction Occupations I Certificate to advance their knowledge and skills by gaining knowledge in the area of plumbing, masonry, residential wiring, and green building practices.

Second Semester HRS	
COC053 Basic Masonry and Concrete Finishing	2.0
COC055 Basic Carpentry II	5.0
COC056 Basic Plumbing	4.0
COC058 Residential Wiring	4.0
COC060 Sustainable Residential Construction	2.0
Total	17.0
Certificate Total	32.0

Blended Learning Model

Blended Learning Definition: Is teacher-facilitated and technology-supported learning that promotes student engagement and achievement through various methods, including:

- Individual instruction
- Small-group instruction
- Whole-class instruction

Roles of those in “Blended Learning”

Central Office Administration

Principal School Leader

Student
Active Learner

Blended
Learning

Teacher
Instructional
Facilitator

Technology
Individualized
Content

Role of the Central Office Administration—Empower principals to be instructional leaders by ensuring they are equipped with the necessary resources and supports. Provide district-wide leadership to ensure that blending learning and quality instruction is provided daily.

Role of the Principal—Empower teachers to be instructional leaders by ensuring they are equipped with the necessary resources, tools, and skills. Provide guidance and oversight to ensure the highest quality implementation of blended learning in every classroom.

Role of the Teacher—As instructional leaders and facilitators for students, provide individual, small-group, and whole-class instruction. Actively engage with students in educational activities, connecting students to the appropriate resources and tools, and monitoring student progress. Creatively combine traditional learning methods with technological supports that foster student engagement and achievement

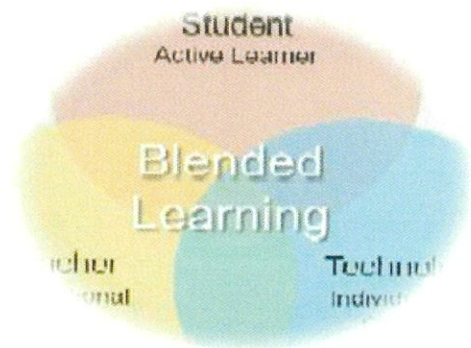
Role of the Student—Actively engage with teachers and technology to create a personalized learning experience. Work with teachers to track progress and receive guidance. Use technology as a tool for learning.

Role of Technology—Provide a customizable and self-paced learning environment for students to gain knowledge and demonstrate self-sufficiency. Allow active monitoring by teachers and students to assess progress and make improvements. Support student achievement in core knowledge areas.

SCHOOL DISTRICT GOALS

A. SUCCESSFUL EDUCATION OF OUR YOUTH

- Increasing Graduation Rate
- Using a Blended Learning Model that facilitates project based learning
- Thematic Approach to Education
- Utilizing 21st Century Technology in the classroom



B. SUPPORT AND LEADERSHIP OF STAFF

- Providing Resources to staff
- Quality Professional Development
- Encouraging Staff Leadership

C. IMPROVE CLIMATE AND CULTURE OF THE SCHOOL

- Maintaining a clean, safe and respectful school environment
- Continuing to develop a team approach, whereby all staff are working in partnership
- Sustained sense of district and individual ownership in the progress of the schools

